

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
“IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE”

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PROFESSIONAL ENGLISH

FOR FUTURE SPECIALISTS IN THE FIELD OF MEDIATION AND CONFLICT RESOLUTION

*Recommended by Igor Sikorsky KPI Methodological Council
as a study e-book for the fourth- year students of
SPECIALTY 054 “SOCIOLOGY”*

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after submission of Scientific Council of the Faculty of Linguistics
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The Study e-book

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Professional English for Future specialists in the field of mediation and conflict resolution

Simkova, I., Kozubska I., Medvedchuk A. & Tuliakova, K. (2021). Professional English for Future specialists in the field of mediation and conflict resolution: study e-book for the fourth-year students of specialty 054 “Sociology”. – Kyiv: Igor Sikorsky KPI.

ABSTRACT. This study e-book is recommended for classroom work with the fourth-year students of the Faculty of Sociology and Law, Igor Sikorsky Kyiv Polytechnic Institute. The main goal of the publication is to develop English communicative skills in speaking, listening, reading, writing, as well as developing and improving translation skills. The book consists of seven units and eight appendixes which comprises real professional themes for teaching future specialists in the field of mediation and conflict resolution. In addition, there are supplementary grammar tasks and texts. This book corresponds to the requirements of the study program of credit modules within the discipline “English for specific purposes”.

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CONTENTS

ACKNOWLEDGEMENTS	4
PREFACE	5
UNIT 1 MEDIATION AS A LANGUAGE OF COMMUNICATION.....	7
UNIT 2 CONFLICTS IN THE WORLD.....	22
UNIT 3 RESOLVING CONFLICTS	38
UNIT 4 WORKPLACE CONFLICTS.....	55
UNIT 5 CONFLICT RESOLUTION TECHNIQUE.....	70
UNIT 6 SAFE MEDIATION.....	85
UNIT 7 THE PHENOMENON OF TERRORISM.....	102
REFERENCES	119
APPENDIX A <i>Conditionals</i>	123
APPENDIX B <i>Passive Voice</i>	126
APPENDIX C <i>Modals (Ability and Obligation)</i>	129
APPENDIX D <i>Reported Speech</i>	131
APPENDIX E <i>Future Forms</i>	133
APPENDIX F <i>Relative Clauses</i>	135
APPENDIX G <i>The Perfect aspects</i>	137
APPENDIX H <i>Essay Writing</i>	139
APPENDIX J <i>Video Scripts</i>	140
 WORKSHEETS	 149

ACKNOWLEDGEMENTS

The study book *Professional English for Future specialists in the field of mediation and conflict resolution* was performed within the framework of research presented for a Candidate Degree in Pedagogical Studies and was supported by the Department of English Language for Humanities and Faculty of Linguistics, Igor Sikorsky Kyiv Polytechnic Institute, Ukraine.

A major part of this study book was developed as a result of the authors' methodology, based on teaching English-professional spoken production using language-conflicts modelling technology with authentic video materials.

Support was given by the Sociology and Law Department of Igor Sikorsky Kyiv Polytechnic Institute, and namely vice-rector of National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" **Anatoliy Melnychenko** whose set of future competencies of specialists in conflict resolution in 2017 transformed into our units and tasks.

We gratefully acknowledge the help provided by Dr. **Roddy Brett**, Director of the Centre for Peace and Conflict Studies (CPCS) for his valuable suggestions and brilliant sessions for future specialists in the field of mediation and conflict resolution in the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". It helped us to shape the ideas in our study book.

We would like to thank the following people for their support, without whose help this work would never have been possible Professor **Valentyna Chernysh** and Associate professor **Oksana Synekop**, who gave us much valuable advice during the initial stages of our work.

PREFACE

The study e-book *Professional English for Future specialists in the field of mediation and conflict resolution* is purposed for students who study English for specific purposes. The goal of this book is intended to help learners improve their professional competence in all communication skills, to assist future specialists in making mediation training more sensitive.

By offering practical exercises to learners, this study book aims to raise participants' awareness of the role of mediation in negotiation processes and to stimulate reflection and discussion in training sessions.

Professional English for Future specialists in the field of mediation and conflict resolution consists of eight units and ten appendices. The authentic texts cover the basic topics for future specialists in the field of mediation and conflict resolution: mediation, conflicts in the world, workplace conflicts, resolution technique, terrorism, etc. Each section includes authentic texts and a set of different exercises for developing speaking, listening, writing, and translation skills.

The appendices contain a grammar guide, recommendations for essay writing, and video scripts. Each unit includes supplementary grammar tasks and texts for the development of sociocultural competence. All the texts are taken from up-to-date specialized textbooks, technical journals, and online sources. The exercises and creative tasks are developed by the authors. Information-rich cognitive material and a variety of lexical tasks will help to increase students' motivation to learn English during in-class activities, group projects, and homework assignments. Also, the Study e-book is supported with supplementary Multipurpose audiobook – Professional English for Mediators, on Teacher Dashboard platform <https://read.bookcreator.com/6oWce6SLNOekEdUw77H26kfefnf2/PkkPczENTgGBzIa4RrNAIA>. This interactive application has been carefully designed to ensure that students systematically develop their listening skills. The final tasks are based on the process of mediation and follow the plan provided. While developing the material, we have shared a lot of experience with students, colleagues, and mediators. We very much appreciate their participation, suggestions, and comments.

Recommended for classroom activities and independent work for the fourth-year students of the Faculty of Sociology and Law, Igor Sikorsky Kyiv Polytechnic Institute.

We suppose that this book will be interesting, useful, and motivating for your students.

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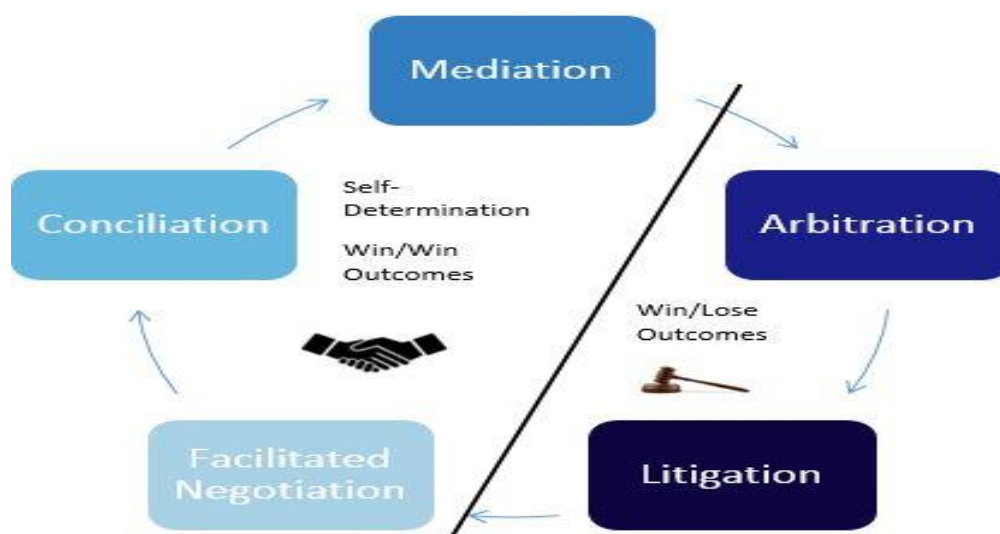
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UNIT 1. MEDIATION AS A LANGUAGE OF COMMUNICATION

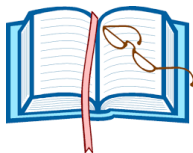
LEAD IN

TASK 1 *Look through the scheme of mediation below describing the requirements needed to become a mediator? What qualities are prioritized? What skills does a modern mediator need? What do you have to do to develop the required qualities?*



READING

TASK 2 *Look at the title of the article. How do you understand the term “mediation”? Quickly read the text and explain the meaning of the words in bold.*



What is mediation?

Mediation is an informal, but structured **settlement procedure**. A mediator is employed to facilitate and assist parties in reaching an amicable dispute settlement. The main characteristics of mediation are that it provides; a voluntary, non-binding, confidential, and interest-based procedure. Parties are free to terminate mediation at any time after the first meeting. No decision can be imposed on the parties involved, and they may or may not agree upon a negotiated

settlement. The confidentiality principle assures that any options the parties discuss will not have consequences beyond the mediation process. The interest-based procedure means that the criteria established to reach resolution do not *solely adhere* to the law, instead, it can include considerations concerning financial, business, and personal interests as well.

The role of the mediator is *to assist* the parties in reaching a negotiated agreement. Unlike an arbitrator, the mediator is not a decision-maker. In facilitative mediation, the mediator merely assists the parties in their communication and negotiations. In evaluative mediation, the mediator also provides a non-binding assessment of the dispute.

In general, mediation can be applied to all sorts of disputes. One of the main benefits of mediation is that the parties can agree *to take into account* a broad range of aspects, especially concerning commercial and business interests. The process is flexible and can be tailored to the individual needs of parties. However, mediation might not be the right instrument *to resolve a dispute*, especially if for example; the parties need a precedent, or if one party seeks public *vindication*, or if one or both parties require a neutral (legal) opinion.

In general, the majority of mediation proceedings follow these steps: To begin with the parties will establish an agreement where they agree to try and solve their dispute by means of mediation. This is the so-called "mediation agreement". The agreement can be decided upon either before or after the dispute has arisen. Several institutions offer so-called "model clauses" for these agreements. The parties must choose a mediator. In Germany, the term "mediator" is not a legally protected term, hence the task is to find a person who displays the qualities required to assist the parties in solving their individual dispute. There are several institutions able to assist the parties with this selection. Some of them publish lists of trained mediators on their websites which may or may not indicate individual competencies and experience of the listed persons. Once established the main function of the mediator is to guide the parties through their dispute issues as a means of gaining a satisfactory resolution. The decision to settle or not to settle the dispute will always remain in

the hands of the parties. If the parties reach an agreement, a contract is usually written up outlining the terms of the agreement

(Adapted from <https://www.dispute-resolution-hamburg.com/information/mediation>).

TASK 3 *Check your understanding: true or false*

1. A mediator is not employed to facilitate parties in reaching an amicable dispute settlement.
2. Parties may or may not agree upon a negotiated settlement.
3. The confidentiality principle means that the criteria established to reach resolution do not solely adhere to the law.
4. The main role of the mediator is to assist the parties in reaching an agreement.
5. In facilitative mediation, the mediator provides a non-binding assessment of the dispute.
6. Mediation cannot be applied to all sorts of disputes
7. Mediation is also a so-called "dispute".
8. The decision to settle the dispute will always remain in the hands of the mediator.

TASK 4 *Answer the questions*

1. What are the main characteristics of mediation?
2. Who is a mediator?
3. Can the agreement be decided upon either before or after the dispute has arisen?
4. What is the benefit of mediation?
5. What is the main function of the mediator?

VOCABULARY

TASK 5 *Study the words and combinations given below and make sure you know their meaning. Watch the video and complete each phrase by adding a few words*

https://www.youtube.com/watch?v=avNB_IOuHBs (3:30)

Enforceable, litigation, case report, construction dispute, time delay, settlement, facilitation.



1. Mediation is facilitated by an
2. It is signed by the parties and the mediator
3. The mediator unlike a judge or an arbitrator
4. It can be very valuable in
5. The time delay is often just finding a date that

TASK 6 Find synonyms (5) related to the word “mediate”. Chose 3 words and write three sentences with them. Read your sentences to your partner.

Awoke, conciliate, inflame, negotiate, goad, settle, intercede, resolve, argue, annoy, avoid, defy,

TASK 7 Complete the sentences given below. Compare your answers with your groupmate. Check your answers using the links.

1. **Mediation** – the process of _____ to two _____ people or groups _____ in a _____ to try _____ them to _____.

From <https://dictionary.cambridge.org/>

2. **Mediation** – a means of _____ outside of the _____ system by voluntary participation in _____ structured by _____ of the parties.

From <https://www.merriam-webster.com/dictionary/mediation>

3. **Mediation** – the attempt to _____ a legal dispute _____ participation of a third party (mediator) who works to _____ of agreement.

From <https://legal-dictionary.thefreedictionary.com/mediation>

TASK 8 Look at the table below describing a mediator. What other adjectives can you add? Fill in the table.

M easured,	M
E xplicit,	E
D ependable,	D
I ntelligible,	I
A ccommodating,	A
T olerant, ...	T
O bligatory, ...	O
R eliable,	R

TRANSLATION

TASK 9 *Translate the following sentences into English.*

1. Важливим елементом етапу розв'язання проблеми є визначення переліку проблем.
2. Обговорення шляхів розв'язання конфлікту передбачає визначення переваг і недоліків кожного із запропонованих варіантів.
3. Використання Інтернет-технологій розширює можливості медіаторів у спорах між особами та організаціями, які віддалені один від одного.
4. Організації медіаторів набули значного досвіду в розробці та проведенні авторських тренінгів з базових навичок медіації.
5. Медіація має застосовуватись до спорів усіх видів: цивільних, сімейних, кримінальних, адміністративних тощо.
6. Перевагою медіаційного процесу є, перш за все, його конфіденційність.
7. Всі рішення, які приймають партнери по конфлікту в процесі переговорів, є їх власними та перевіряються медіатором лише за критерієм реальності їх виконання.
8. Медіатор повинен уникати передачі кому-небудь інформації про поведінку сторін під час процесу медіації.

9. Класична медіація починається з прийняття угоди сторонами і закінчується виконанням договорів.

10. Медіатор організує складання плану, уточнює формулювання і записує ухвалені рішення.

GRAMMAR **CONDITIONALS**

TASK 10 Watch the video and complete the rules below.

<https://www.youtube.com/watch?v=PiBLQfNb8RQ>

1. We use the Zero conditionals to talk about
2. We use the First conditional when we talk about
3. We can use going to instead of
4. The Second conditional is used to talk about
5. The Third conditional describes

	If-clause (condition)	Main clause (result)
Zero Conditional - used for present, real/factual situations	If I drink coffee at night,	I don't sleep well.
First Conditional - used for future real/factual situations	If I drink coffee tonight,	I won't sleep well.
Second Conditional - used for present or future unreal, imaginary situations	If I drank coffee tonight,	I wouldn't sleep well.
Third Conditional - used for past unreal, imaginary situations	If I had drunk coffee last night,	I wouldn't have slept well.

TASK 11



Make the conditional sentences with similar meanings.

The table from task 10 might help you.

1. You mustn't panic during the driving test. You will manage it.

If you..... during the driving test, you.....it.

2. Jeremy may be late tonight, but he'll have my keys.

In case Jeremylate tonight, he.....my keys.

3. Emily won't be at work today. I won't go there.

I..... to work today if Emily there.

4. She doesn't have enough practice. She will never resolve conflict.

She.....conflict unless she enough practice.

5. Roddy shouldn't refuse to work long hours. He will get a pay rise.

Roddy..... a pay rise on condition that heto work long hours.

6. Go to Kyiv on your holiday. I'm sure you will like it.

If you..... on your holiday, I'm sure you.....it.

7. Will you see her sister tomorrow morning? Say hello to her.

If you.....her sister tomorrow morning,hello to her.

8. Don't give up. You will win.

Unless you..... win.

TASK 12



Use the words in brackets to complete the sentences with the second conditional forms.

Example:(buy)

I'd go to Singapore if I a ticket

I'd go to Singapore if I bought a ticket.

1. (explain)

I wouldn't be able to do it unless you..... me.

2. (not open)

If she forgot the password I..... the PC.

3. (not mind)

I'd sit down here if you.....

4. (hear)

If you switched on the microphone I..... you.

5. (not be)

I wouldn't agree with it if itfair.

6. (they – take)

If I missed the train me by car?

7. (cannot go)

Ito the USA unless they asked for a visa.

8. (pay)

How much would it cost if Iin advance

WRITING

TASK 13 *Read Jill's letter and complete her mother's reply. Use the third conditional form.*



Dear Mum,

Last week I went to the disco where I met a wonderful boy. He asked me for the dance. He held me tight.

After the dance he walked me home and he kissed me. I fell in love with him and I invited him to my birthday party.

He didn't come. I felt miserable. I had a large glass of whisky and decided to go to his place. I drove my car, but a traffic warden stopped me. I failed a breathalyser test and lost my driving licence.

Love,

Jill

Dear Jill,

1.If you **had not gone** to the disco, you **would not have met** the wonderful boy.
2.And if he..... you for a dance, he..... you tight. 3. If he.....you home,
heyou, believe me. 4. You.....him to your party if you in love with
him. 5. But he should have come. If he, you miserable. 6. If you
.....the glass of whisky, you..... to go to his place. 7. If you your car,
the traffic warden.....you. 8. And you.....your driving licence if you
.....the breathalyzer test.

With love,

Your Mum.


TASK 14



Writing a motivation letter for an academic course on an exchange students programme:

<https://scholarships365.info/Student-Exchange-Program>

Student Exchange Programs 2020-2021 Fully Funded



EXCHANGE PROGRAM
UNITED STATES

December 6, 2019

University Of Iowa Summer Exchange Program 2020 In USA



CULTURAL CAMP
SOUTH KOREA

October 25, 2019


Winter Korea Cultural Experience Camp 2020 In Seoul, Korea



EXCHANGE PROGRAM
JAPAN

August 31, 2019

Japan Cultural Exchange Program 2020 - Fully Funded In Japan




Turkish Exchange Program 2019 in Turkey
YOUTH CONFERENCE
TURKEY

March 10, 2019

Turkish Exchange Program 2019 Fully Funded In Turkey

CSC SCHOLARSHIP 2021



STUDY IN CHINA

APPLICATION PROCESS 2021

CSC SCHOLARSHIP 2021

EMAIL SAMPLE FOR ACCEPTANCE LETTER

CSC SCHOLARSHIP 2021

PHYSICAL EXAMINATION FORM DOWNLOAD / HOW TO FILL?

SPEAKING

TASK 15 *Listen to the conversation below*



[https://www.youtube.com/watch?v= IYA4AFHEwM](https://www.youtube.com/watch?v=IYA4AFHEwM) and complete the table.

MEDIATION	
Questions	
Before the mediation: 1).....? 2).....? 3).....?	Who? (the sides of mediation) What? (subject of conflict) When? (date)
During the mediation: 1).....? 2).....? 3).....? 4).....?	
After the mediation: 1).....? 2).....? 3).....?	

TASK 16 *Work in a group of three. Role-play the mediation (the table from*



task 15 might help you).

SUPPLEMENTARY GRAMMAR TASK

Read the questions below and decide which answer best fits each space.

1. If I ... a little stronger, I ... that competition.

A was ... would win

B had been ... would have won

C were ... would have won

D had been ... would win

2. If the weather ... bad, we ... at home.

A is ... will always stay

B was ... always stayed

C was ... would always stay

D had been ... would stay

3. If you ... your exam, you ... learn now.

A passed ... wouldn't have to

B had passed ... wouldn't have had to

C passed ... wouldn't have had to

D had passed ... wouldn't have to

4. If you ... him, he ... left out.

A hadn't invited ... would feel

B didn't invite ... would have felt

C hadn't invited ... might have felt

D don't invite ... might have felt

5. If my mum ... us yesterday, we ... hurry now.

A had packed ... wouldn't have to

B had packed ... won't have to

C packed ... wouldn't have to

D had packed ... wouldn't have had to

6. If only I ... so much, I ... much better.

A didn't eat ... would feel

B hadn't eaten ... would have felt

C didn't eat ... would have felt

D hadn't eaten ... would feel

7. I ... it for you ... help me.

A will do ... if you don't

B will do ... unless you

C will do ... provided you

D won't do ... only if you

8. If you ... Kate, could you inform me?

A could meet

B met

C would meet

D should meet

9. If it ... Paul, we ... that game.

A wasn't ... would have lost

B hadn't been for ... would have lost

C wasn't for ... would lose

D hadn't been for ... would lose

10. We ... lots of troubles ...

A would have ... but for you

B would have ... if you had helped us

C would have had ... but for your help

D would have had ... if you had helped us

11. I ... if you ...

A would rather ... don't go

B would prefer ... didn't

C would rather ... wouldn't go

D would prefer it ... didn't go.

12. ... about that incident, I ... in trouble but, fortunately, nobody told him.

A Did he find out ... would be

B Had he found out ... would have been

C Did he find out ... would have been

D Had he found out ... would be

13. ... the yesterday's storm, we ... there now.

A Hadn't it been for ... would have been

B Had it not been for ... might be

C Hadn't it been for ... would be

D Had it not been for ... could have been

14. Drink a coffee if it ... you feel better.

A will make

B would make

C make

D made

15. It ... very nice of you if you ... me with the washing-up.

A would be ... help

B will be ... help

C would be ... would help

D is ... help

Check your answers



(From <http://testyourenglish.org/test-94>)

Mediation in Ukraine: A promising alternative to court litigation

Vocabulary:

Settlement – an official agreement intended to resolve a dispute or conflict;

Terminate – to (cause something to) end or stop;

Circumstances – a fact or condition connected with or relevant to an event or action;

Attorney – a person, typically a lawyer, appointed to act for another in business or legal matters;

Utility – useful, especially through being able to perform several functions;

Awareness – knowledge or perception of a situation or fact;

Litigant – a person involved in a lawsuit;

Designation – an official name, description.

Since not everyone has a good idea of what mediation really is, the draft law pays considerable attention to its definition. The law provides that mediation is a confidential form of dispute resolution outside the courtroom. It takes place before a neutral third party, the mediator, who helps the parties to settle their dispute amicably, speedily, and without lengthy and sometimes expensive court proceedings. The mediator helps the parties to define the issues that keep them divided and explore the various avenues towards a solution to the dispute. The mediator helps parties to reach an agreement in private, but – and this is an extremely important part of the definition – the mediator does not decide the matter. In order to reach a settlement, the mediator may communicate with the parties privately, at times even without the other party being present (something a judge may never do when he or she tries to settle the case in court).

If mediation does not result in an amicable settlement, the mediator must terminate his or her activities. Another person, someone who has not acted as a mediator in the dispute, may then continue dealing with the case. It should be emphasized that under no circumstances may a person who has acted as a mediator continue with the case in another capacity.

An attractive alternative

The Draft Mediation Law aims at regulating mediation in civil, criminal, and administrative matters. Civil matters include family and commercial cases, but also other types of dispute such as those concerning labour, damage to property or other interests, payment of utilities (electricity, water, and gas), and many other consumer matters. From the law, it appears that mediation is attractive for all those involved

in the dispute, and for that reason, one would expect it to be used very frequently. After all, for parties, it leads to their self-empowerment. It allows them to agree on the way their dispute is settled without having to ‘outsource’ the decision to a judge. Mediation allows the courts to invest time in cases that cannot be terminated otherwise and that really need their attention. Furthermore, the legal profession benefits from mediation since it allows them to provide their clients with tailor-made legal services. It allows them to become active in an additional area of the law and it is, therefore, no surprise that in many countries attorneys advertise themselves as lawyers and, for example, also as family mediators. Since their clients cannot lose their case in mediation, mediation increases the chances that clients are satisfied with the services provided.

Promoting mediation

Given all the benefits, it is striking that mediation is not used more frequently in Ukraine. The Draft Mediation Law aims at changing this situation. It helps to make the general public aware of mediation as an alternative to court proceedings. Awareness should also be raised by targeted information campaigns in the public media, and, in addition, judges, attorneys, and other legal aid providers informing individual litigants about the possibility of mediation. This will only happen if legal professionals are convinced of the benefits of mediation. Therefore it is advisable that mediation becomes part of the legal curriculum of law schools and other forms of (permanent) legal education and training. This does not mean that all legal professionals should necessarily be trained as mediators. They should, however, at least acquire a basic knowledge of this type of dispute resolution in order to allow them to provide informed advice to clients and litigants.

Quality

In Ukraine, the provision of mediation services is not organized centrally and an emphasis is put on the self-governance of mediators. This is beneficial as long as stringent quality control is put in place. Quality, in the end, is crucial for instilling trust in the public at large. The draft law sets minimum training requirements for mediators. Only mediators who meet these minimal training requirements should be

(Adapted from <https://www.pravojustice.eu/post/mediaciya-v-ukrayini-perspektivna-alternativa-rozglyadu-sprav-u-sudi>)

ADDITIONAL RESOURCES:

1. *The Student Room*. (2021). Retrieved February 12, 2021 from <https://www.thestudentroom.co.uk/showthread.php?t=5206168> (writing a motivation letter)
2. *Student-Exchange-Program*. (2021). Retrieved January 10, 2021 from <https://scholarships365.info/Student-Exchange-Program>
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5. Tuliakova, K. (2020). Public speaking as a tool for educating future professionals in the field of mediation and conflict resolution/ *Всеукраїнський науково-практичний журнал «Директор школи, ліцею, гімназії» – Спеціальний тематичний випуск «Вища освіта України у контексті інтеграції до європейського освітнього простору»*. Вип. 4. Кн.2. Том II (84). 293-301.
6. Шамлікашвілі, Ц. (2006). *Медіація як метод позасудового вирішення спорів*. М.: Міжрегіональний центр управлінського та політичного консультування

UNIT 2 CONFLICTS IN THE WORLD

LEAD-IN

TASK 1 *Look at the pictures below. What would the consequences of the following conflicts be if these conflicts became reality? What would you do if you were involved in such a conflict? Decide on a list of 5 phrases that might help you to avoid conflicts. Tell other students about your list.*



Picture1



Picture 2



Picture 3



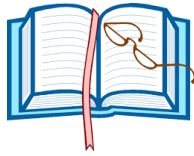
Picture 4

(From <https://m.nascar.com/news-media/2019/08/14/bristol-rivalries-which-drivers-will-rekindle-friction-or-start-new-conflicts/>)

READING

TASK 2

Skim the whole article, find and explain the meaning of the words in bold.



WHY IS THE WORLD AT WAR?

Syria, the Democratic Republic of Congo, Yemen, Afghanistan, Ukraine – the globe is scarred by violence

Conflicts today may be much less lethal than those that scarred the last century, but this brings little comfort. We remain deeply **anxious**. We can **blame** terrorism and the fear it inspires despite the statistically unimportant number of casualties it inflicts. One reason is that these wars appear to have no end in sight.

To explain these conflicts, we reach for an easy binary schema – Islam v the west. We also look to grand geopolitical theories – the end of the Westphalian system, the west faced by “the rise of the rest” – or even just attribute the violence to “geography”. None of these explanations seems to adequately **allay** our concerns. In Syria, there is no respite either. Ghouta, a rebel-held suburb of Damascus, is under daily bombardment after years of siege. Militia maneuver for advantage across the country. If anyone thought the fall of Raqqa, the headquarters of Islamic State (Isis), would bring an end to hostilities, they were sadly mistaken.

Nor are these “long wars” – which could include Somalia (at war since 1991) or Libya (since 2011) or Mali (since 2012) – restricted to the Islamic world.

It is more than years since Russia annexed Crimea and helped to foment a rebellion in Ukraine’s industrial east. Despite a ceasefire deal, a low-intensity conflict has become the grinding everyday backdrop for a region that no longer sees a way out of its misery.

To understand the duration of these conflicts we need to understand their nature. Most analysis focuses on states. This is *inevitable*. Our maps show the world divided into nations. These are the building blocks of our political, legal, social, and economic systems and, as has become so obvious in recent years, the key to our identity. In Afghanistan, the war is both to establish a state, and about differing visions of what form it should take. In Syria, the war is to maintain or overthrow, a state. In Yemen, the war is to control one. In the DRC, the conflict's roots lie in the weakness of the state. States have also *prolonged* these conflicts and, in some cases, caused them. Russia's *irredentist* ambitions in Ukraine, Pakistan's interference in Afghanistan. The states are far from the only protagonists in these conflicts. In fact, if we look around the world at all its many conflicts, and if we define these wars more broadly, then we see frontlines everywhere, each with its own no man's land strewn with casualties. In Mexico, Brazil, South Africa, or the Philippines, there is huge violence associated with criminality and the efforts (by states) to stamp it out. There is violence perpetrated against women by those who fear progress in the struggle for a more equitable distribution of power, status, and wealth.

Syria

The conflict in Syria will soon enter its eighth year and, though the fighting that once consumed much of the country has now been restricted to a much smaller area, the chance of real peace still looks very distant.

The Syrian war has always been immensely complex, fought out along national, sectarian, ideological, and ethnic divides. This alone would have guaranteed a lengthy conflict, even without the involvement of regional and international actors. The toxic effects of the conflict have been felt across the world.

Yemen

Yemen has never been stable and was only united after brutal conflicts in the 1990s. For more than a decade before the crisis of 2011, corruption, unemployment, food shortages, a powerful tribal system, entrenched separatism in the south, and the involvement of regional powers had combined to maintain high levels of instability.

The Democratic Republic of the Congo

Should the Democratic Republic of the Congo slide back into the kind of conflict seen in the vast state between 1997 and 2003, it is likely that the intervening years of very relative calm will be forgotten. The six-year war was *exacerbated* by the involvement of all regional powers, many attracted simply by the opportunity to loot the country's mineral and metal resources. The signs of deterioration are there: a weak central authority; no government control; a growing conflict between warlords and ethnic communities; a fractured opposition; a distracted international community; and huge humanitarian need. **Afghanistan.** Afghanistan has not known peace since the mid-1970s. The effort in Afghanistan was poorly resourced and misdirected. Missed early opportunities to construct a stable political settlement and score relatively easy military victories proved expensive.

Another key factor is the involvement of regional powers, primarily Pakistan. Islamabad sees having a friendly government in Kabul as critical to its strategic security and has backed the Taliban as a proxy, providing logistic aid and a safe haven to leaders.

But there are other reasons. Almost all areas where support for the Taliban is high are dominated by the Pashtun ethnic group, especially those controlled by certain tribes. Opium-growing zones are also prominent.

Ukraine

In February 2014 Russia's president, Vladimir Putin, annexed Crimea and helped foment a *rebellion* in the industrial east of Ukraine.

The government used violence against protesters, who ousted President Viktor Yanukovych the following year. This led to unrest in the Russophone areas in east and south Ukraine.

The "Minsk agreement" *stipulated* a *ceasefire* and a special constitutional status for the rebel-held territories of the Donbas region, which would reintegrate into Ukraine and hold elections. None of that has come into effect and the number of ceasefire violations runs into the thousands.

Why has the war lasted so long?

Moscow has little intention of abandoning hard-won gains, despite pressure from economic sanctions. Europe and the US do not want to risk a confrontation. Another reason is strategic mistakes made by the US and allies in the immediate years after the 2001 invasion. The effort in Afghanistan was poorly resourced and misdirected. Missed early opportunities to construct a stable political settlement and score relatively easy military victories proved expensive. Another key factor is the involvement of regional powers, primarily Pakistan. Islamabad sees having a friendly government in Kabul as critical to its strategic security and has backed the Taliban as a proxy, providing logistic aid and a safe haven to leaders. But there are other reasons. Almost all areas where support for the Taliban is high are dominated by the Pashtun ethnic group, especially those controlled by certain tribes. Opium-growing zones are also prominent. It is striking how closely the map of Taliban influence today mirrors that of 20 years ago when the movement surged to power. Then, as now, Afghanistan's reputation as the "graveyard of empires" rests on solid, if fractured, ground.

(Adapted from <https://www.theguardian.com/world/2018/mar/04/why-is-world-at-war-syria-democratic-republic-congo-yemen-afghanistan-ukraine>)

TASK 3 Match the sentences with countries.

- 1....., once a British colony, has never been stable and was only united after brutal conflicts in the 1990s.
2. The conflict in.....will soon enter its eighth year and, though the fighting that once consumed much of the country has now been restricted to a much smaller area.
- 3.....has not known peace since the mid-1970s.
4. One reason is strategic mistakes made by _____ and allies in the immediate years after the 2001 invasion.

5. Should _____ slide back into the kind of conflict seen in the vast state between 1997 and 2003, it is likely that the intervening years of very relative calm will be forgotten.

A Syria

B the US

C Afghanistan

D Yemen

E the Democratic Republic of the Congo

TASK 4 *Check your understanding: true or false*

1. In Afghanistan, the war is both to establish a state, and about differing visions of what form it should take.
2. The states are close to protagonists in conflicts.
3. Europe and the US do not want to risk a confrontation.
4. The “Minsk agreement” did not stipulate a special constitutional status for the rebel-held territories of the Donbas region.
5. Yemen has never been stable and was only united after brutal conflicts in the 2000s.
6. In the DRC, the conflict’s roots lie in the weakness of the state.
7. In DRC, there is huge violence associated with criminality and the efforts (by states) to stamp it out.
8. The Ukrainian war has always been immensely complex, fought out along national, sectarian, ideological, and ethnic divides.

VOCABULARY

TASK 5 *Match the words with their meaning*

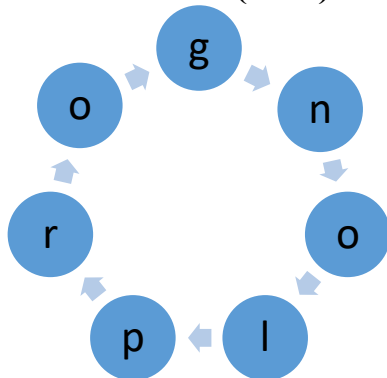
WORD	MEANING
1. Anxious	a) for the most part, mainly

2. Confrontation	b) a threatened penalty for disobeying a law or rule
3. Stable	c) feeling or showing worry, nervousness.
4. Primarily	d) establish (a military force) in trenches or other fortified positions
5. Sanction	e) widely and popularly known
6. Deterioration	f) a hostile or argumentative situation between opposing parties
7. Entrench	g) a belief in, the movement for, or state of separation (such as schism, secession, or segregation)
8. Separatism	h) to act in or show opposition or disobedience
9. Prominent	i) of an object or structure/ not likely to give way or overturn, firmly fixed.
10. Rebel	j) the process of becoming progressively worse

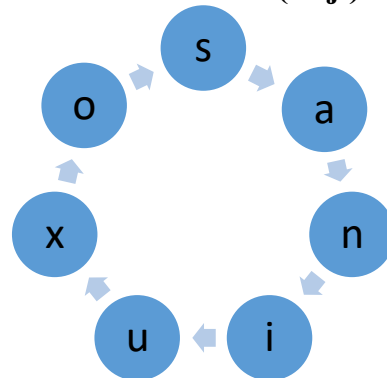
(From <https://www.merriam-webster.com/dictionary>)

TASK 6 Put the letters in the correct order to make words

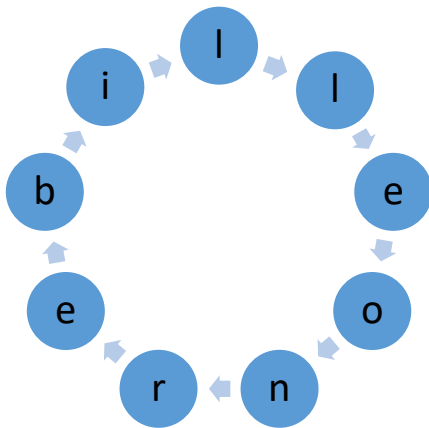
1.....(verb)



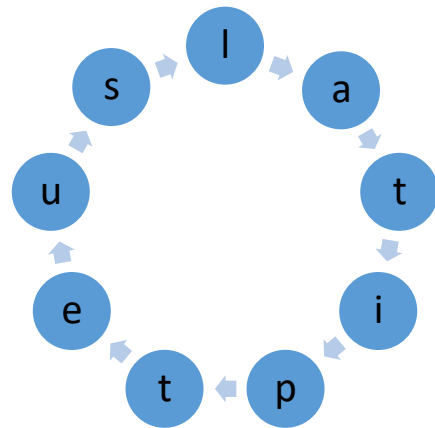
2.....(adj.)



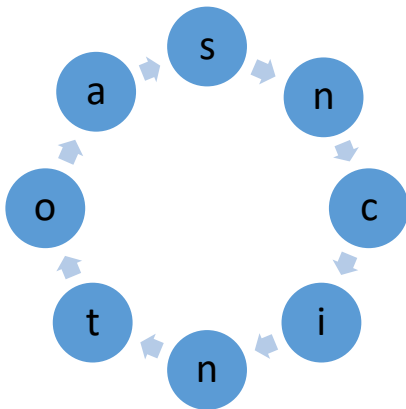
3.....(noun)



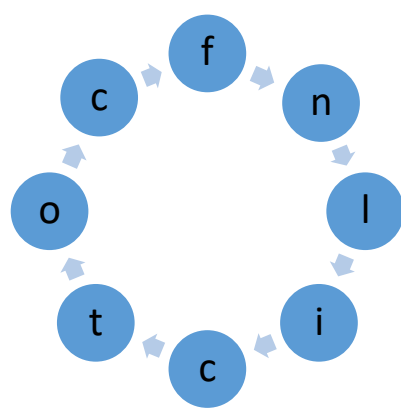
4.....(verb)



4.....(noun)



5.....(noun)



TRANSLATION

TASK 7 *Translate the following sentences into English.*

1. Єменська війна триває з 2014 року між рухом хуситів "Ансар Алла" і законним урядом, від імені якого діє коаліція на чолі з Саудівською Аравією.
2. Захоплення суден у Азовському морі призвело до першого в історії України введення тимчасового та часткового військового стану.
3. Близький Схід, скоріш за все, залишиться гарячою точкою на світовій політичній мапі.
4. Лідер КНДР Кім Чен Ин не збирається відмовлятися від свого ядерного арсеналу.

5. США поступово зменшує залежність від Китаю, скорочуючи інвестиції та експорт.
6. Кожна п'ята дитина в світі росте в умовах збройних конфліктів.
7. У грудні 2019 року президент Франції Еммануель Макрон провів Паризький саміт, метою якого було врегулювання російсько-українського питання.
8. Ізраїльсько-палестинський конфлікт триває фактично з утворення держави Ізраїль рішенням ООН у 1947 році.
9. Війна в південному Судані розгорілася через прагнення лідерів одноосібно контролювати місцеві нафтові родовища.
10. У стратегії національної оборони США 2018 року говориться, що головною небезпекою є "міждержавне стратегічне суперництво".

GRAMMAR **PASSIVE VOICE**

TASK8 Watch the video https://www.youtube.com/watch?v=W1_IRU6zx9g and rewrite the sentences into the correct Passive tense, the table might help you.

Active Voice / Passive Voice		
Formula of Active Voice Passive Voice		
<i>design by: Tarun Graphics VANSDA</i>		
Tense	Active Voice	Passive Voice
Simple Present Tense	Sub + <u>V¹</u> + Obj	Obj + <u>am/is/are</u> + V ³ + by + Obj.Pronoun
Simple Past Tense	Sub + <u>V²</u> + Obj	Obj + <u>was/were</u> + V ³ + by + Obj.Pronoun
Simple Future Tense	Sub + <u>shall/will</u> + V ¹ + Obj	Obj + <u>shall/will</u> + <u>be</u> + V ³ + by + Obj.Pronoun
Present Continuous Tense	Sub + <u>am/is/are</u> + V ¹ + <u>ing</u> + Obj	Obj + <u>am/is/are</u> + <u>being</u> + V ³ + by + Obj.Pronoun
Past Continuous Tense	Sub + <u>was/were</u> + V ¹ + <u>ing</u> + Obj	Obj + <u>was/were</u> + <u>being</u> + V ³ + by + Obj.Pronoun
Future Continuous Tense	Sub + <u>shall/will</u> + <u>be</u> + V ¹ + <u>ing</u> + Obj	Obj + <u>shall/will</u> + <u>being</u> + V ³ + by + Obj.Pronoun
Present Perfect Tense	Sub + <u>have/has</u> + V ³ + Obj	Obj + <u>have/has</u> + <u>been</u> + V ³ + by + Obj.Pronoun
Past Perfect Tense	Sub + <u>had</u> + V ³ + Obj	Obj + <u>had</u> + <u>been</u> + V ³ + by + Obj.Pronoun
Future Perfect Tense	Sub + <u>shall/will</u> + <u>have</u> + V ³ + Obj	Obj + <u>shall/will</u> + <u>have</u> + <u>been</u> + V ³ + by + Obj.Pronoun

1. The authorities decided that the meeting next Wednesday.
(**HOLD**)
2. The goods to our house in the Midlands every Friday.
(**TRANSPORT**)
3. The larger portrait by a well-known Flemish artist. (**PAINT**)
4. When I arrived I a note by one of the delegates. (**HAND**)
5. Nothing of Pauline since her car accident last spring. (**SEE**)
6. I'll have to stay at home because of our new furniture .
(**DELIVER**)
7. For the past few days, I had to work in Jack's office because
mine at the moment. (**REDECORATE**)
8. I major new oil deposit in the North Sea recently.
(**DISCOVER**)

(From <https://agendaweb.org/verbs/passive-verbs-exercises.html>)

WRITING

TASK 9

Read the text again and complete the table below



Information	Afghanistan	Ukraine	Syria	Yemen
Participants				
General aim				
Causes of conflicts				

TASK 10

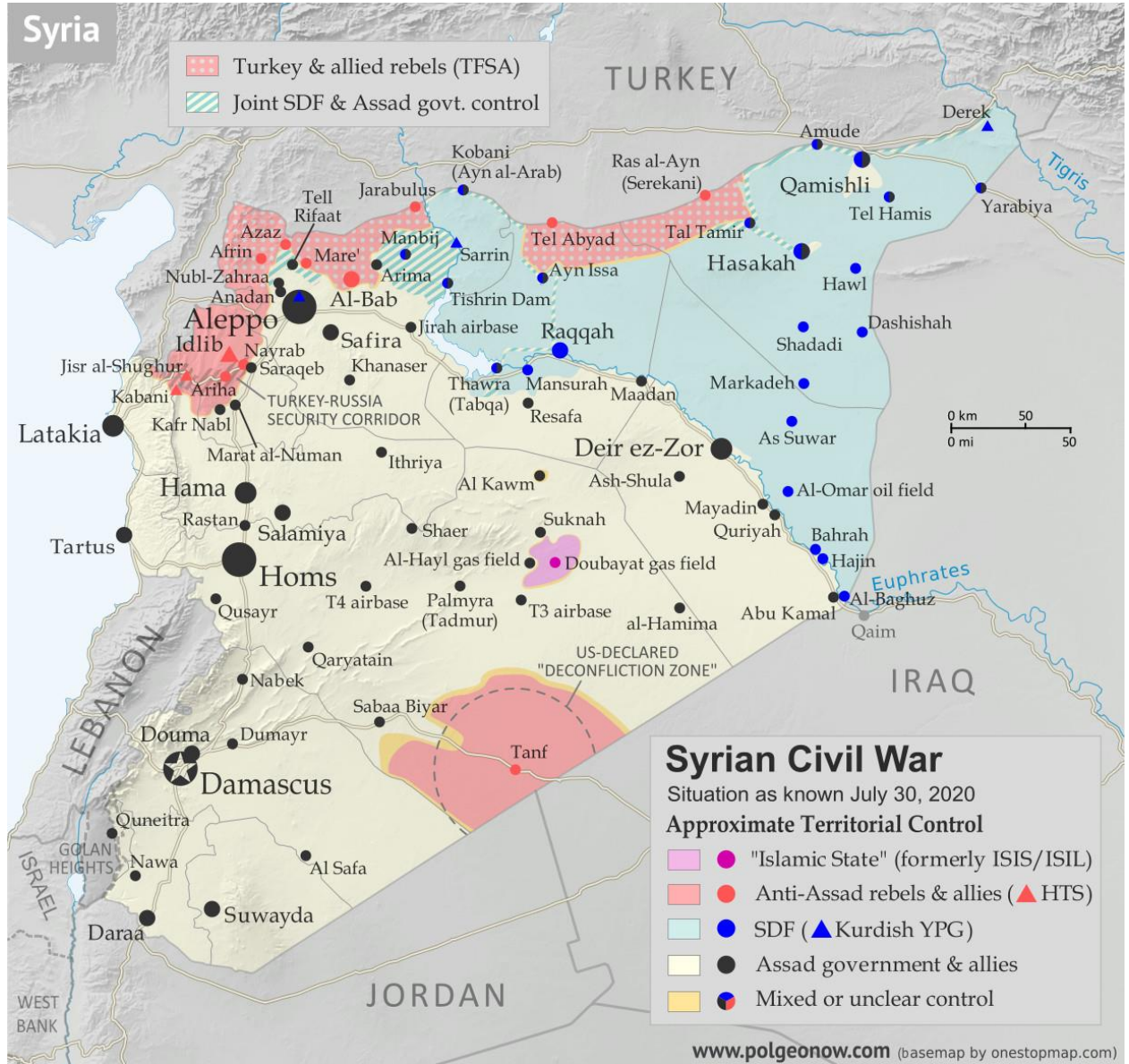


On the Internet, find information about the “Minsk agreement”. Make notes about it in the form of a table (as in task 9 but you can add more parts to it). Report to the group.

SPEAKING



TASK 11 *Work in pairs. Look at the map below and describe it.*



(From <https://www.google.com/search?q=map+of+war+zones+in+the>)

TASK 12



Discuss in class: advantages and disadvantages of the “Minsk agreement”.

SUPPLEMENTARY GRAMMAR TASK

Put each verb in brackets into a suitable passive verb form.

1. The exhibition (can see) at the art gallery.
2. By the time we finish school, the gallery (build).
3. These documents (have to deliver) by midnight.
4. I don't believe it was Steve. Your car (must steal) by someone else.
5. I hate (ask) about my private life.
6. She(can't inform) about the meeting, because nobody could reach her.
7. Fortunately, the burglars (already arrest).
8. Poland (say) to be a nice country.
9. I enjoy (invite) to parties.
10. Peter (should inform) about the danger before he went climbing.
11. Before the police arrived, the thief (catch) by our neighbour.
12. She's always been a boss, so she's (not used to order) by other people.
13. Tom (believe) to be the best player in our team.
14. She is a gifted girl. I think she should (give) a scholarship.
15. I wish they (accuse) of taking part in the robbery.

Check your answers



From <http://testyourenglish.org/test-127>

Belarus: High risk of destabilization as regime, demonstrator, and Russian interests clash

Franklin Holcomb

Vocabulary:

Prosecution – the institution and conducting of legal proceedings against someone in respect of a criminal charge;

Dispersal – 1) the action or process of distributing or spreading things or people over a wide area; 2) the splitting up of a group of people, causing them to leave in different directions;

Fraudulent – unjustifiably claiming or being credited with particular accomplishments or qualities;

Detention – the action of detaining someone or the state of being detained in official custody;

Transition – the process or a period of changing from one state or condition to another;

Superficial – existing or occurring at or on the surface;

Turmoil – a state of great disturbance, confusion, or uncertainty

Major demonstrations across the country have continued since the election, with demonstrators expressing anger over the falsification of election results, demanding the resignation of Lukashenko, and calling for new elections to be held. They have likewise called for the prosecution of members of the security services responsible for brutality against demonstrators. The Lukashenko regime has refused to give in to the demands and has instead floated superficial reforms while cracking down on demonstrators in an effort to weaken the movement. The regime relies on Russian support to maintain power, though Russia may attempt to undermine Lukashenko as it tries to expand control over Belarus. It remains unclear what specific endstate Russia is pursuing in Belarus, though it is likely to involve both the destruction or co-option of the current political power structures in the Belarusian government and the dispersal of the pro-democracy demonstrations. Demonstrations

against Lukashenko's government began in May 2020 and surged surrounding the presidential elections in August 2020. Regime efforts to undermine the opposition by refusing to register certain candidates failed and resulted in major demonstrations across Belarus in support of the remaining opposition candidate, Svetlana Tikhanovskaya. Lukashenko claimed to have won a massive victory in the fraudulent elections, provoking outrage from demonstrators who began to call for his resignation and new elections. State authorities immediately responded with excessive force and torture, though with little immediate effect on the strength of the movement. Throughout this time, the demonstration movement has remained largely decentralized and politically neutral — other than opposing the Lukashenko regime. However, over time, key leaders have emerged, including President-elect Tikhanovskaya, who won the August 2020 elections and has been acknowledged as president by several neighboring states. Tikhanovskaya is overseas, where she fled following her detention in August.

Despite the regime's violent response to the movement, demonstrators have remained nearly entirely peaceful. The Russian government, which backs Lukashenko, is the key player in the crisis in Belarus. The ruling Russian elite sees the prospect of the victory of a major democratic movement in another Slavic nation as a direct threat to its own legitimacy within Russia. Because of this, Moscow has backed Lukashenko's government and has provided key political support, while working to expand the integration of Belarusian-Russian security forces. So long as Lukashenko enjoys Russian support, it is unlikely that either the Belarusian people or Western political pressure will be able to trigger a transition. WHAT TO WATCH FOR IN 2021: Demonstrations are likely to increase in size and number in the spring and summer of 2021, especially as both the weather improves and demonstrators react to regime efforts to pass superficial reforms. Opposition leaders, including Tikhanovskaya, will work closely with European governments and the new Biden administration in the US to put pressure on Lukashenko, though this will likely have minimal effect unless Russia cooperates. Russia may abandon Lukashenko in 2021. the Kremlin disliked Lukashenko for years, but after

has lost much of whatever leverage he may have had as a guarantor of stability — something highly prized by Moscow. To that end, the Russian government has begun to lay the groundwork for the establishment of pro-Russian political parties in post-Lukashenko Belarus (The Insider, 25 December 2020). It remains unclear if Russia, or its proxies in Minsk, would fully support the integration of Belarus into Russia through the Union State mechanism established between the two countries in the early 1990s. However, it is likely that Moscow would prefer a Belarusian government that is less actively autonomous than Lukashenko's, and more in tune with Russia's global, economic, and political interests. It is also important for the Kremlin that the demonstration movement fail, or be discredited. Moscow may intend to allow Lukashenko to take the blame for the brutal repression of demonstrators before turning on him. Lukashenko may attempt to increase political stability at home, and thereby improve his leverage with Moscow, through a series of sham reforms. These may include a referendum on some changes to the constitution and may include his resignation as president, and the assumption of an equivalent role (Tut. by, 8 December 2020). This could potentially be as leader of the All Belarusian People's Assembly, which would ensure his continued control of the state (ISANS, 28 December 2020; Al Jazeera, 31 December 2020). He will likely attempt to return to his chosen political strategy of past decades and balance pro-Western and pro-Russian forces off of each other in order to ensure his regime's stability. However, should this approach fail as public and Western.

Adapted from Elliott Bynum, Roudabeh Kishi, Sogand Afkari, and Sam Jones. (2021) Ten conflicts to worry about 2021. The Armed Conflict Location & Event Data Project (ACLED) .36 p

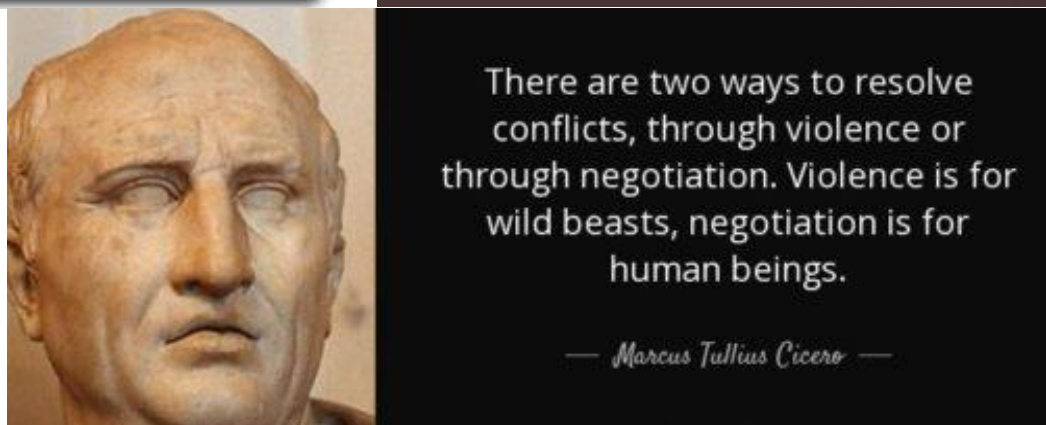
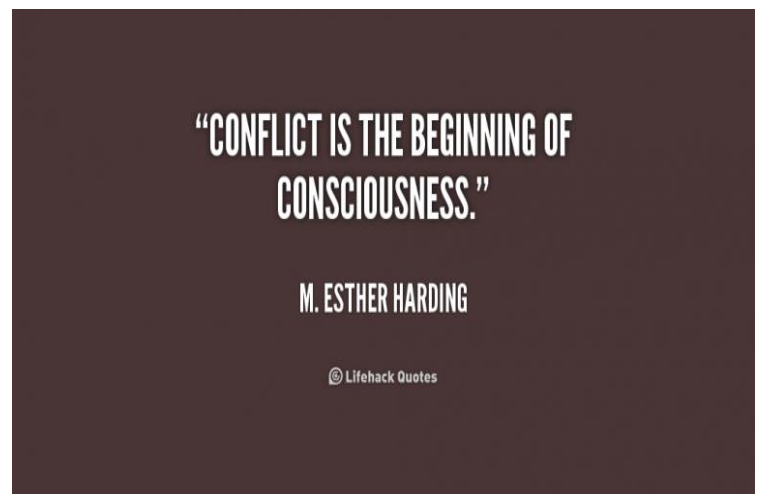
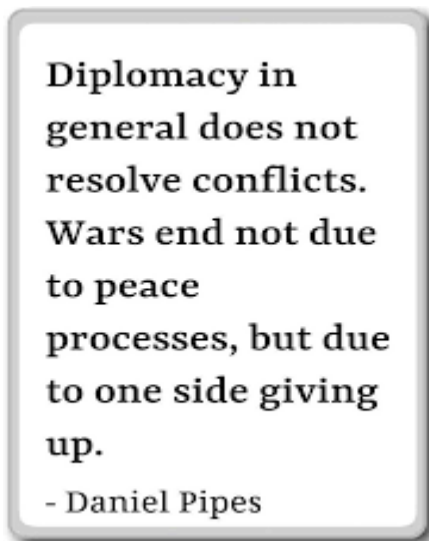
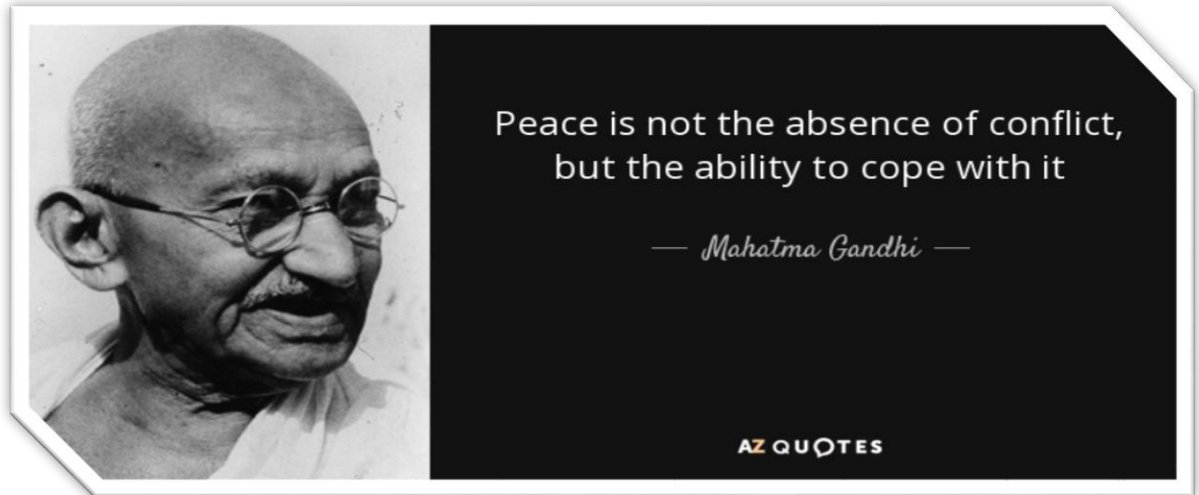
ADDITIONAL RESOURCES:

1. *Investopedia* (2020). Retrieved December 10, 2020 from <https://www.investopedia.com/terms/c/conflict-theory.asp>
2. *What Countries Are Currently At War?* (2020). Retrieved December 10, 2020 from <https://www.youtube.com/watch?v=ALDyfZMJOMa>
3. *Financial Times. Minsk agreements* (2020). Retrieved December, 10 from <https://www.ft.com/content/21b8f98e-b2a5-11e4-b234-00144feab7de>
4. *Minsk agreements* (2015). Retrieved December, 10 from <https://ua.usembassy.gov/tag/minsk-agreements/>
5. Le Billon, P., Macrae, J., Leader & N., East, R. (2000). *The political economy of war: what relief agencies need to know*. London: Relief and Rehabilitation Network
6. Stavehagen, R. (1990). *The Ethnic Question: Conflict, Development, and Human Rights*. Tokyo: United Nations University Press

UNIT 3 RESOLVING CONFLICTS

LEAD-IN

TASK 1 *Read the quotes. Make a list of things a person typically associates with conflict. What is the conflict for you?*



(From <https://www.google.com/search?q=quotes+about+conflicts&sxsrf=ALeKk03zHhV7fGAwpwjXhpcNc>)

READING

TASK 2 *Skim the whole article, find and explain the meaning of the words in bold.*



How to Resolve Conflict in the Real World

(1) The real problem with so many "Conflict Resolution Models" is that they are just too complicated. When humans are placed under high levels of stress, they forget things. As a result, no one is going to remember the "7 Steps of Conflict Resolution" in the middle of a highly emotional conflict. Conflict resolution systems that are too complicated will simply never become part of the culture. Whether you are trying to implement a system for five or 50,000 people, what your organization needs is a simple formula that everyone can easily remember and activate no matter how much stress they're under. Otherwise, why bother? Emotional Intelligence + EPR = Verbal Jeet.

(2) So, what is "Verbal Jeet"? The term derives from Bruce Lee's martial arts style called Jeet Kune Do, which roughly translates into "The way of the intercepting fist." Mr. Lee believed traditional kung fu had too many *extraneous* moves and reasoned that whenever you found yourself in a conflict, you need only the basics. Any additional "moves" would not only be a waste of time, but they could also leave you defenseless. Verbal Jeet is resolving conflict with minimal moves and maximum effect. Verbal Jeet is so effective because it is so simple. It's an easy-to-remember two-step process that *empowers* you to effectively respond to conflict in any situation. First, muster the best of your Emotional Intelligence to remain calm. Then *proceed by* using your EPR skills: Empathic Listening, Parroting, and Rewards.

(3) Our emotions can *kick into* gear and commandeer our body in 17,000ths of a second, which is at least twice as fast as our logical brain. So, taking a few seconds to let your frontal lobes catch up is critical.

Since we modern humans are essentially emotional animals with brains much like our ancient ancestors, our first reaction in highly emotional conflicts is a rush into

"fight or flight" mode. That means the impulse of some people is to attack the other person.

(4) Unfortunately, most of us do: instead of addressing the issue head-on, we end up destroying the relationship by thinking (and feeling) one way but acting as if we thought and felt another way. In other words, we humans, have failed terribly in addressing and resolving conflict because we, to be blunt, are hard-wired to get divorced and fired. Our natural reaction to conflict – fight or flight – kills trust in all our relationships. And that means we will make sure everyone knows it is not "safe" to disagree with us. This effectively destroys any hope of building a team in which everyone is working towards the same goal. Using EPR to Resolve Conflict EVERYTIME. In most situations, you start to resolve a conflict with Empathic Listening. This means you sit down, relax, bring up the issue with the other person, then listen attentively. The key to resolving a conflict is in listening, not talking. You would start the conversation by saying something like, "What happened last night really bothers me. So, I'd like to hear where you are coming from to make sure we can work this out." And then you quietly listen from the other person's perspective—not yours. That is the difference between Active Listening and Empathic Listening. Empathic Listening includes all of the skills used in Active Listening but takes it one step further: you must listen from the other person's perspective. If you are a 60-year-old white man who was raised in Columbus, Ohio, trying to resolve a conflict with a 25-year-old black woman who was raised in Chicago, both parties are best served when each understands an issue from *the perspective* of the other person.

(5) Parroting. Parroting everything back to the other person *ensures* that you are in fact seeing the other person's point of view. Parroting keeps your Empathic Listening honest. Parroting is simple. Once that person has told you his side, you Parrot everything back to him to his satisfaction. You don't move on in the conversation until the other person agrees that you understand their perspective. You would say something like, "Let me make sure I got this. You are saying this, this and that? Do I understand?" This ensures a shared understanding between the parties.

(6) Reward. "Reward" is not an agreement. You may disagree with this person, but you're also going to protect his or her self-esteem. Remember, our emotional system can commandeer our bodies in 17,000ths of a second. So, to protect the other person's self-esteem—and avoid inflaming the conflict—you might say something like, "I see where you are coming from, but I disagree" or "I understand what you are telling me, but what about this?" Yes, other people really do have a right to their own opinion, even if it disagrees with yours. That's OK, as long as you "reward" the opinion by acknowledging it.

(Adapted from <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/how-to-resolve-conflict-in-the-real-world.aspx/>)

TASK 3 *The reading materials below contain nine questions. Choose the right answer.*

1. What formula can help everyone who is stressed?

- a) Empathy + EPR = Verbal Jeet
- b) Emotional Intelligence + EPR = Verbal Jeet
- c) Social Intelligence + EPR = Verbal Jeet

2. What is the true origin of the term "Verbal Jeet"?

- a) The term derives from Bruce Lee's martial arts style
- b) The term derives from Chuck Norris's martial arts style
- c) The term derives from antiquity

3. What is included in EPR skills?

- a) Empathic Listening, Parroting, and Gratitude
- b) Empathic Listening, Ignorance, and Rewards
- c) Empathic Listening, Parroting, and Rewards

4. Since we modern humans are essentially emotional animals with brains much like our ancient ancestors, what is our first reaction in very emotional conflicts?

- a) Pull-push

- b) Get bored or ignore
- c) Fight or flight

5. How does the natural response to conflict — fight or flight — affect our behavior in conflict?

- a) It kills trust in all our relationships
- b) It helps us to win.
- c) This attitude of behavior accompanies us all our lives

6. What is the basic principle of empathic listening?

- a) Listen, but you can interrupt the person, showing interest in the conversation
- b) Listen instead of talking yourself
- c) Don't listen, but show empathy and keep the conversation going

7. What is the difference between empathic and active listening?

- a) You must listen from the other person's perspective
- b) No different
- c) You should only show empathy and not use active listening

8. What is the main principle of Parroting?

- a) you parrot everything back to other's person satisfaction
- b) You wait until the other person parrots everything in the second round
- c) You do not let the person express your position, but parrots yours again

9. How can the conflict be resolved using Reward?

- a) You praise a person for his/her opinion, while you lose your opinion
- b) You demand a reward from a person, that is, you do not agree with his opinion, you insist on accepting yours
- c) You "reward" the opinion by acknowledging it.

TASK 4 *Check your understanding: true or false*

- 1. The term "Verbal Jeet" translates into "The way of the intercepting fist."
 - True

- ☐ False
- 2. Mr. Jones believed traditional boxing had too many extraneous moves and reasoned that whenever you found yourself in a conflict, you need only the basics.
 - ☐ True
 - ☐ False
- 3. Verbal Jeet is an easy-to-remember three-step process that empowers you to effectively respond to conflict in any situation.
 - ☐ True
 - ☐ False
- 4. The worst kind of communicator – a classic "passive-aggressive."
 - ☐ True
 - ☐ False
- 5. Humans have failed terribly in addressing and resolving conflict because they were too lazy and shy to waste their emotions on other people.
 - ☐ True
 - ☐ False
- 6. The process of empathic listening involves the following activities: you sit down, relax, bring up the issue with the other person, then listen attentively.
 - ☐ True
 - ☐ False
- 7. Questions such as: Let me make sure I got this. You are saying this, this, and that? Do I understand?" are commonly used in empathic listening.
 - ☐ True
 - ☐ False
- 8. The meaning of the "Reward" is that you may disagree with this person, but you're also going to protect his or her self-esteem.
 - ☐ True
 - ☐ False

VOCABULARY

TASK 5 *Read the article again and write the correct words from the text to fill the gaps.*



1. r.....= a firm decision to do or not to do something (*noun, paragraph 1*)
2. d.....= to receive or obtain from a source or origin (usually followed by from) (*verb, paragraph 2*)
3. e.....= irrelevant or unrelated to the subject being dealt with (*adjective, paragraph 3*)
4. a.....= a person, typically one more remote than a grandparent, from whom one is descended (*noun, paragraph 3*)
5. p.....= a person who repeats or imitates the words or actions of another unintelligently (*noun, paragraph 5*)
6. e.....= make certain that (smth) will occur or be the case (*verb, paragraph 6*)
7. i.....= provoke or intensify (strong feelings, especially anger) in someone (*verb, paragraph 6*)

TASK 6 *Match the words with their meaning*

WORD	MEANING
1. Implement	a) region of the brain primarily associated with emotional processes
2. Empower	b) belonging to the very distant past and no longer in existence.
3. Intelligence	c) put (a decision, plan, agreement, etc.) into effect.

4. Amygdala	d) an act of moving back or withdrawing.
5. Commandeer	e) make (someone) stronger and more confident, especially in controlling their life and claiming their rights.
6. Ancient	f) officially take possession or control of (something), especially for military purposes.
7. Constructively	g) the ability to acquire and apply knowledge and skills.
8. Retreat	h) make less strong or intense.
9. Dampen	i) in a way that has or is intended to have a useful or beneficial purpose.

TRANSLATION

TASK 7A *Translate the following sentences into English.*

1. Конфлікт – це зіткнення протилежно направлених цілей або способів їхнього досягнення, точок зору, інтересів чи переконань.
2. Американський психолог Кеннет Томас виділив п'ять підходів до вирішення конфліктної ситуації: суперництво, компроміс, співробітництво, вихід, пристосування.
3. Посередник має шукати та доносити до кожної зі сторін справжні інтереси їхнього опонента.
4. Уникання застосовується у випадку відсутності сил і часу для усунення суперечностей.
5. Співробітництво вважається найбільш ефективною стратегією поведінки в конфлікті.

7 B Rewrite the table into Ukrainian

Preparing for mediation:

- If possible, bring an assistant mediator on board.
- If there are suitably experienced fellow mediators with whom you have a good rapport, consider working with them as co-mediators.
- Prepare the parties; hold a pre-mediation meeting or conference call if appropriate.
- Confirm the parties understand the mediation process and mediation agreement.
- Prepare the venue and logistics carefully.
- Read the summary of facts and any supporting documents.
- Prepare mentally for the mediation.
- Ultimately, don't forget that you owe it to the parties to do the best job you can for them

GRAMMAR Modal verbs/Ability & Obligation

TASK 8 Underline the correct forms of the words

1. Conflict resolution systems that are too complicated *will/would* simply never become part of the culture.
2. Any additional "moves" *would/will* not only be a waste of time, but they also *could/can* leave you defenseless.
3. For most people who want to avoid a conflict, they *would/----* rather retreat than constructively engage.
4. Once that person *has told/had told* you his side, you Parrot everything back to him to his satisfaction.
5. You *may/can* disagree with this person, but you're also going to protect his or her self-esteem.

TASK 9A Modal verbs/Ability & Obligation



Look at the screen. There are eight sentences. What is wrong with them? Correct the sentences.

YouTube UA Пошук

* Use as is - no change
* Use with base verb - no 'to'
* Use 'not' after modals when negative

1. You must to finish your homework.
2. I don't can drive.
3. You should not to smoke.
4. We not could call you.
5. He might go to sleep.
6. They can to stay with us.
7. We would not to arrive on time.
8. She wills return soon.

LEARN ENGLISH

No more mistakes with MODALS! 3 Easy Rules

9 B Watch the video and check your answers

<https://www.youtube.com/watch?v=5Dq7lEw7CKM>

Obligation

'Have to' and **'must'** are both used to express obligation. There is a slight difference in the way that they are both used.

'Have to' shows that the obligation comes from someone else, not the speaker. This is usually referring to a rule or law.

We have to be at the airport at least two hours before the flight.

'Must' shows us that the obligation comes from the speaker.

I must hand in my thesis by tomorrow.

We use **'don't have to'** to show that there is no obligation. You can do something if you want but it is not an obligation.

WRITING

TASK 9 *Watch the video from exercise 8A and write six examples based on three rules (5:22).*

TASK 10 *Complete the sentences below.*



1. Can you tell Deborah that she.....__ me tomorrow?
- 2.....pay in advance?
3. He learn to read and write his name before he goes to school.
4. Weearly tomorrow.
5.wear a uniform?
6. I get up early tomorrow
7. She work at the weekend.
8. You play football here. It's dangerous.
9. Weattend all the lessons. We can choose.
10. I.....forget to call him tonight.

SPEAKING



TASK 11 *Work in a group of three students. Choose one from the following possible scenarios and role-play.*

1. Julie thinks Alice is using up too much space in the locker they share.
2. Mike and Tom have been assigned to work on a science project. Mike says he is doing all the work but Tom says Mike is too bossy.
3. Alice will not talk to Julie because she did not let Alice copy her science notes.
4. Mike says he accidentally made Tom drop his lunch tray but Tom says it was on purpose.
5. Julie has posted an embarrassing picture of Alice on her Facebook page.
6. Mike and Alice broke up but Mike refuses to stop texting her.

7. Mike says he's just joking when he hits Tom every time he sees him, but Tom says it really hurts.

8. When Julie returns a book, which she borrowed from Alice, it's damaged. Alice wants Julie to buy her a new one but Julie refuses because it was just an accident.

TASK 12 *Listen to some work colleagues trying to resolve a dispute. While*



you listen, think about how successful is the mediator? Discuss it in your group.

<http://learnenglish.britishcouncil.org/en/professionals-podcasts/managing-conflict>

SUPPLEMENTARY GRAMMAR TASK

Read the questions below and decide which answer best fits each space.

1. Look at Peter. He ... run so fast.

A can **B** could **C** is able to

2. The Olympic Games ... be watched all over the world.

A can **B** could **C** are able to

3. He wasn't over 18 but he ... come in anyway.

A could **B** was allowed to **C** might have come

4. All we ... hear was a terrible scream.

A were able to **B** might **C** could

5. The last album ... be as good as the previous one, but it's great music anyway.

A cannot **B** may not **C** could not

6. Sue isn't at school today. She ... her project at home.

A might be finishing **B** could have finished **C** can finish

7. I've already washed up, so you ... bother to do that.

A can't **B** don't have to **C** needn't

8. It's late. We ... go now.

A would better **B** had better **C** should better

9. You ... be late again. The lecturer will be angry.

A had better not **B** wouldn't better **C** hadn't better

10. I prepared a lot of food, but it turned out later that I ... so much.

A didn't have to do **B** didn't need to do **C** needn't have done

11. I knew that only a few people would arrive, so I ... too much food.

A shouldn't have prepared **B** needn't have prepared **C** didn't need to prepare

12. She ... about the meeting because nobody told her.

A might not have known **B** couldn't have known **C** shouldn't have known

13. I told her about the meeting but she ...

A couldn't have remembered **B** shouldn't have remembered **C** might not have remembered

14. We ... the tickets earlier. Now we're going to queue at least for 2 hours.

A need have bought **B** ought to have bought **C** had to buy

15. Nobody knew about my plans so it ... you that gave it away.

A had to be you **B** must have been **C** should have been

Check your answers



From <http://testyourenglish.org/test-127>

12 Tools for Resolving Conflict in the Workplace, with Customers and in Life

by Lee Jay Berman

Vocabulary:

Embarrassment – a feeling of self-consciousness, shame, or awkwardness;

Commonality– the state of sharing features or attributes; a shared feature or attribute.

Defensive– to describe things that are intended to protect someone or something.

Disarm – take a weapon or weapons away from (a person, force, or country);

Assign– allocate (a job or duty);

Purchase – acquire (something) by paying for it; buy;

To expand – become or make larger or more extensive.

Conflict happens. It is inevitable. It is going to happen whenever you have people with different expectations. This makes conflict management critical, whether avoiding arguments, disputes, lasting conflict, or ultimately, litigation. Conflict can be avoided if steps are taken early in a discussion to diffuse anger and facilitate communication, and it can be resolved by applying a series of thoughtfully applied steps.

Here are some tools for avoiding and resolving disputes in the early stages, before they become full-blown conflicts:

1. Stay Calm. Most of us stop listening to understand as we get angry. Instead, we start listening in order to argue back. Remaining calm is essential for performing these tools. To remain calm, it helps to look at the big picture. If you think about it,

almost every dispute gets resolved eventually. It is important in avoiding later embarrassment by checking in with our own personal boiling point before responding.

2 Listen to Understand. When most of us get into a dispute, the first thing we do is stop listening. The only way to settle a dispute or solve any kind of problem is to listen carefully to what the other person is saying. Perhaps they will surprise you with reason, or their point is actually true. Psychologists tell us that anger is a secondary emotion and that it is usually triggered as a defense mechanism to cover up hurt or fear. In order to diffuse people's anger, you must listen to them.

3. Accentuate the Positive. It is important to find some commonalities or create them, between you and the person on the other end.

4. State Your Case Tactfully. The key here is to help people understand your perspective on things without making them defensive. A couple of tips are to own what is yours - apologize for what you or your team did wrong and do it first. This enables them to hear what you have to say next. Also, try not to state issues of difference as fact. Leave a little benefit of the doubt.

5. Attack the Problem, Not the Person. Your points will be heard more clearly if you can depersonalize your comments and point only at the issue. Rather than accusing people of "always messing things up," it is better to say, "We'll have to take a closer look at why this keeps happening."

6. Avoid the Blame Game. Assigning blame is only helpful in one instance in problem-solving – if you assign it to yourself. The trick to resolving clashes is to focus on problem-solving, rather than pointing fingers. Focus on what you and the others can do to solve a problem and make it better, and it will be behind you before you know it.

7. Focus on the Future, Not the Past. In the past tense, we have the purchase order, the contract, the agreement, and the deal as it was understood by all involved. The present and future tenses are where the solution ends. Rather than focusing on what went wrong or who should have done what, the secret to dispute resolution is to treat it like problem-solving and focus on what can be done to resolve the problem.

8. Ask the Right Kind of Questions. Questions such as "Why is that?" or "What did you think it would be?" make a person who you are talking to the defensive. If you want someone to answer you with real information, rather than just arguing back, it is best to give them a little information first.

9. Pick Your Battles. It is also important when asking questions to remember to Pick Your Battles. Human nature makes us want to be right, even to the point of being defensive or arguing points that do not matter in the big picture.

10. Link Offers- giving people the choice between two positives so that they feel as if you are trying to help.

11. Be Creative. Brainstorm. Remember that everything is negotiable. Feel free to think outside of the box in order to expand the pie. Make it so that no idea is too far fetched.

12. Be Confident. Many people are afraid of confrontation and shy away from it. All you have to do is follow the step

Learn to cultivate peace with customers, suppliers, employees, labor, and management.

(Adapted from <https://www.mediate.com/articles/bermanLJ3.cfm>)

ADDITIONAL RESOURCES:

1. *Conflicts & war*. (2020). Retrieved December 5, 2020 from <https://fivebooks.com/category/politics-and-society/conflict-war/>
2. *Bookauthority*. (2021). Retrieved January, 10 from <https://bookauthority.org/books/new-conflict-management-books>
3. *Military*. (2020). Retrieved January, 10 from https://military.wikia.org/wiki/List_of_conflicts_in_Europe
4. Fisher, R. L. Ury, W. & Patton, B. (2011). *Getting to Yes. Negotiating Agreements Without Giving In*. Random House
5. Lensky, T. (2014). *The Conflict Pivot: Turning Conflict into Peace of Mind*. MyriaccordMedia.
6. Stobbe, S. Redekop, P. Nadia Alexander, N. & Bagshaw, D. (2020). *Conflict Resolution in Asia: Mediation and other cultural models*. Lexington Books.

UNIT 4 WORKPLACE CONFLICTS

LEAD IN

TASK 1 *Work in pairs and discuss the questions below.*



1. What's the most stressful situation you've faced at work/university so far? How did you handle it?
2. What advice would you give to calm down a colleague/classmate who's stressed out about a deadline?

TASK 2 *Check how stressed you are. Answer the questions, count your result. Find the INTERPRETATION GUIDELINES at the end of the test.*

Source: Headington Institute

This scale is not a clinical diagnostic instrument and is provided for educational purposes. It merely identifies some of the more common symptoms of stress. If you have any concerns about your state of emotional health, you should consult with a mental health professional.

INSTRUCTIONS: In the last month, how often have the following been true for you? Write the number that fits your reality on the line before each question.

0 / Never 1 / Seldom 2 / Sometimes 3 / Often 4 / Always

1. I feel tired.
2. I find it very hard to relax or "wind-down."
3. I find it hard to make decisions.
4. My heart races and I find myself breathing rapidly.
5. I have trouble thinking clearly.
6. I eat too much or too little.
7. I get headaches.

8. I feel emotionally numb.
9. I think about my problems over and over again during the day.
10. I have sleeping problems (e.g., trouble falling asleep, trouble staying asleep, trouble waking up, nightmares, etc).
11. I have trouble feeling hopeful.
12. I find myself taking unnecessary risks or engaging in behavior hazardous to health and/or safety.
13. I have back and neck pain, or other chronic tension-linked pain
14. I use caffeine or nicotine more than usual.
15. I feel overwhelmed and helpless.
16. I have nervous habits (e.g., biting my nails, grinding my teeth, fidgeting, pacing, etc).
17. I forget little things (e.g. where I put my keys, people's names, details discussed during the last work meeting).
18. I have stomach upsets (e.g., nausea, vomiting, diarrhea, constipation, gas).
19. I am irritable and easily annoyed.
20. I have mood-swings and feel over-emotional.
21. I find it hard to concentrate.
22. I have trouble feeling that life is meaningful.
23. I am withdrawn and feel distant and cut off from other people.
24. I use alcohol and/or other drugs to try and help cope.
25. My work performance has declined and I have trouble completing things.

INTERPRETATION GUIDELINES

0 – 25: A score in this range suggests that you're probably in great stress-shape!

26 – 50: A score in this range suggests that you may be experiencing a low to moderate degree of stress.

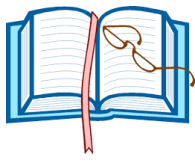
51 – 75: A score in this range suggests you may be experiencing a moderate to a high degree of stress.

76 – 100: A score in this range suggests that you may be experiencing a very high degree of stress.

(From [https://hr.un.org/sites/hr.un.org/files/Test%20-%20How%20stressed%20are%20you%20\(Headington%20Institute\)_0.pdf](https://hr.un.org/sites/hr.un.org/files/Test%20-%20How%20stressed%20are%20you%20(Headington%20Institute)_0.pdf))

READING

TASK 3 *Skim the whole article, find and explain the meaning of the words in bold.*



HOW TO MEDIATE WORKPLACE CONFLICT

Do you ever feel like the office is just one stolen lunch away from a full-blown war? Are workers volleying passive-aggressive emails at an alarming rate? Is the proverbial unstoppable force meeting its unmovable equivalent?

As much as you try to hire for a good culture fit, it's hard to predict how workers will get along. Workplace conflicts are *inevitable* and can range from minor disputes to intense conflicts that disrupt entire departments. Sometimes things will sort themselves out, but when tempers *flare* and *resentment* festers, you need to step in before things get worse.

Mediation differs from other forms of conflict resolution in several ways. For one, it's less formal and more flexible. The basic structure is that an *impartial* third party, the mediator, helps two or more people in dispute to attempt to reach an agreement. Any agreement comes from those in dispute, not from the mediator – the mediator is not there to judge, to say one person is right and the other wrong, or to tell those involved what they should do. It's completely voluntary, making it an appealing alternative to formal disciplinary proceedings for some conflicts.

It's also very effective. A 2008 CIPD survey found that 75 per cent of respondents said that mediation is the most effective method of conflict resolution. Another survey conducted by GFK NOP of managers in 500 SMEs found that of those who had used mediation, 99 per cent agreed that it was a good tool for resolving workplace disputes.

Not sure where to start? Here are some quick tips to help you mediate a workplace conflict.

1. Get an early start. If things are heating up in the office, the earlier you get involved, the better. Take too long, and you might miss the window where make it clear to the employees involved that you're neutral and not taking sides.

2. Fully flesh-out what happened.

Open-ended and descriptive questions are the best way to get each side talking. Ask each employee to give their version of events and take notes. Listen carefully to their answers and focus on common ground or *inconsistencies* in their stories. The adage of three versions to every story – side one, side two, and the truth – applies here. Reconstructing the full context helps you and those involved create a 360-degree view of what really happened, not simply what puts them in a favorable light.

3. Encourage each employee to see the other's point of view.

The agreement is essential to any deal made in mediation. If one side feels disrespected, they tend to be distracted by that feeling to the *exclusion* of all else, which is extremely counterproductive. Don't *underestimate* the value of curiosity and *inquiry*.

4. Outlaw criticism in mediation.

Being critical of bosses, employees, colleagues or even perfect strangers comes as naturally as breathing. It's a tough habit to break, but keep in mind that when we think we are dealing with difficult people, it's really just that we are dealing with our emotional reactions to events. Leaving those feelings outside and focusing on the issue at hand leads to better resolutions.

5. Move past the conflict and make plans for the future.

Reconciliation requires problem-solving, and problem-solving requires creativity and an open mind. When each side has said their piece, brainstorm some ideas about what both sides would like to see happen from there. You should not only focus on immediate outcomes but think about ways to prevent a similar conflict from arising in the future. It could be something as simple as providing a forum for honest communication in staff meetings, a promise from the two of them to come to you immediately if something similar is brewing, or even a written agreement that they both sign.

(Adapted from <https://www.hrmonline.com.au/section/featured/how-to-mediate-workplace-conflict/>)

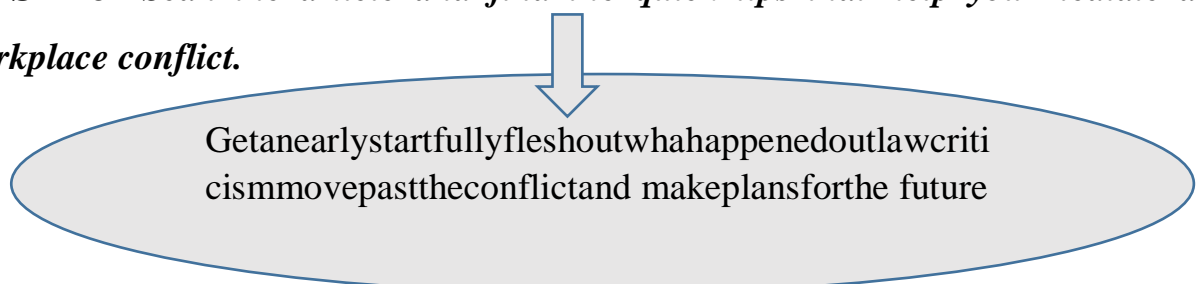
TASK 4 *Check your understanding: true or false*

1. Workplace conflicts are inevitable.
2. Mediation is always formal and not flexible.
3. Any agreement comes from the mediator – the mediator is there to judge, to say one person is right and the other wrong.
4. 65 per cent of respondents said that mediation is the most effective method of conflict resolution.
5. Open-ended and descriptive questions are the best way to get each side talking.
6. Reconstructing the full context helps you create a view of what really happened.
7. Focusing on our emotional reactions to events is the best way to solve the conflict.
8. You should focus on immediate outcomes and possible ways to prevent a similar conflict from arising in the future.

TASK 5 *Match the words in column A with the definitions in B*

A	B
1. Flare-up	a) be in charge
2. Step in	b) get someone alone to talk to them
3. Head up	c) remember
4. Take aside	d) get involved by interrupting smth
5. Keep in mind	e) get angry

TASK 6 *Scan the article and find the quick tips that help you mediate a workplace conflict.*



VOCABULARY

TASK 7 *Choose the correct definition and write down antonyms*

1. Reconciliation
2. Encouragement
3. Proceedings
4. Flesh-out

A to add more detail when describing or explaining something;

B the process of making two opposite beliefs, ideas, or situations agree;

C the act of trying to stimulate the development of an activity, state, or belief;

D the actions that are taken in a court of law.

TASK 8 *Put the letters in the correct order to make words.*

- oromitonp
- morpcimeso
- mcomoiadconat
- aritl
- stiundermate
- ntentresme
- eviinelbat

TASK 9 *Find and correct the mistakes*

Mediation differs from other forms of conflict resolution in several ways.

A 2008 CIPD survey found that 75 per cent of respondents told that mediation is the less effective method of conflict resolution. Listen carefully to their answers and focus on common ground or inconsistencies in their stories. Leaving this feeling inside and focusing on the issue at hand leads to worse resolutions. You should only focus on immediate outcomes, and think about ways to prevent a similar conflict from arising in the future.

TRANSLATION

TASK 10 *Translate the following sentences into English.*

1. Конфлікти виникають на ґрунті щоденних розбіжностей у поглядах.
2. Чи існують якісь можливості конструктивного й успішного вирішення конфлікту?
3. Одним з перших кроків до вирішення конфлікту є подолання негативних емоцій, як своїх так і опонента.
4. Метод принципів переговорів передбачає знаходження взаємної вигоди там, де тільки можливо.
5. Принциповий метод дозволяє більш ефективно досягнути поступового консенсусу відносно спільного рішення, без всяких втрат.
6. Іноді людина висловлюється недостатньо визначено і чітко, і тоді зміст слів може бути розтлумачений слухачами неправильно.
7. Існує думка, що конфлікти відбуваються тому, що люди займають певні позиції, а потім фокусують всі зусилля на захисті цих позицій.
8. Боротьба - це управління конфліктом через тиск, застосування влади або сили, щоб змусити прийняти свою позицію.
9. Здібність до компромісу опонентів часто дає можливість швидко вирішити конфлікт та задовольнити потреби всіх сторін.
10. Деструктивний характер конфлікту передбачає перехід «на особистості», коли кожна із сторін звинувачує в чомусь іншу сторону.

GRAMMAR **Reported Speech**

TASK 11 *Choose the correct reporting verb phrase from the table below and complete the sentences.*

Denied, regretted, admitted, advised, accused, refused, admitted, accused, degged, demanded, congratulated, suggested.
--

1. Ann, you should start learning for the exam next week.

I.....Ann to start learning for the exam next week.

2. They didn't accept credit cards at the store.

The cashier.....to accept credit cards.

3. The criminal told the officer that he had robbed the bank.

The criminal.....robbing the bank.

4. You stole my money!

He.....me of stealing his money.

5. I'm not going to go with you. I'm simply not going.

He..... to go with him.

6. I wish I had gone to the concert.

I.....not having gone to the concert.

7. I want to speak to the manager! – NOW !!

He..... to speak to the manager at once.

8. The accident was all my fault.

She..... that the accident was her fault.

TASK 12 *Complete the sentence in reported speech.*



1. 'I feel ill.'

Alice said.....

2. 'I'm going into town.'

Mark said.....

3. 'I studied mediation for three years.'

Alex said.....

4. 'I've been to Spain.'

She said.....

5. 'We can help you.'

Jane said.....

6. 'It will rain on Monday.'

The weather forecast said.....on Monday.

7. 'What's your name?'

The police officer asked me.....

TASK 13 *Watch the video Conflict is difficult*

(<https://www.youtube.com/watch/KY5TWVz5ZDU>) and answer the questions.

1. What is the most common way of dealing with conflict?
2. What is “denial” in conflict?
3. The word “conflict” means warfare, does it?
4. When does conflict exist?
5. How many steps are in the resolution of the conflict?

TASK 14 *Work out the rule of successful conflict regulation based on the video from task 13.*

Express.....+ Find out..... = successful conflict regulation

WRITING



TASK 15 *Write an essay on the topic: What the most stressful situation you've faced and how did you handle it?*

SPEAKING



TASK 16 *You are going to give a short talk to the group. Your goal is to inform about possible conflicts and to find solutions. Choose the scenario below.*

Example:

Scenario: You're managing someone who engages in the conflict regularly and is annoying or upsetting the other people on your team.

Sometimes you have a hothead on your team — someone who seems to even enjoy conflict. Of course, disagreements aren't always a bad thing, but you need to help the person explore how he might be damaging his reputation and relationships. You can try something like: "I like having you around because from where I sit, you raise important issues and feel strongly about them. I also know you're well-intentioned. I'd like to talk to you about whether you're having the impact you want to have." Get him to think through the consequences of his regular battles.

***Scenario 1:** You have criticism or dissent to offer. Perhaps you disagree with the popular perspective or perhaps you're talking to someone more powerful than you.*

***Scenario 2:** You have bad news to deliver to your boss or another coworker. You missed a deadline, made a mistake, or otherwise screwed up.*

***Scenario 3:** You approach a coworker about something he or she messed up.*

***Scenario 4:** You approach a colleague about feeling mistreated or you're upset about something he or she said.*

***Scenario 5:** A colleague yells at you because of something you said or did.*



TASK 17 *Explain the following expression: the conflict between religion and science; conflict of interest; conflict-of-interest law; conflict-of-interest violation; conflict of laws; conflict of evidence.*

SUPPLEMENTARY GRAMMAR TASK

Transform the given sentences into the reported speech.

1. 'I don't have enough money,' said Kate.

Kate said she enough money.

1. 'I feel good,' said John.

He said he good.

2. 'I'm going to buy a new car,' said Paul.

Paul said he a new car.

3. 'I can help you,' she said.

She said she

4. 'I will phone you when I arrive,' said Peter.

Peter said he

5. 'I'm tired because I have been running,' he said.

He said he

6. 'I have lost my wallet,' said James.

James said he

7. 'My house has been broken into,' she said.

She said that

8. 'I'm not hungry because I've just eaten,' said my brother.

My brother said he

9. 'I can't go to the party,' said Sara.

Sara said she

10. She said: 'Don't move!'

She told us

11. 'Wait for me,' asked Susan.

Susan asked

12. 'Don't tell anybody,' said John.

John asked

13. 'Do you feel good?' asked Sue.

Sue asked

2. 'I have never met you,' said Paul to me.

Paul said it was the first time he

Check your answers



From <http://testyourenglish.org/test-127>

Causes of Conflict in Organizations

Vocabulary:

Assertiveness: Can range from assertive to unassertive on one continuum.

Cooperativeness: The extent to which someone is interested in helping satisfy the opponent's concerns.

Frustration: May be caused by a wide variety of factors, including disagreement over performance goals, failure to get a promotion or pay raise, a fight over scarce economic resources, new rules or policies, and so forth.

Jurisdictional ambiguities: Situations where it is unclear exactly where responsibility for something lies.

Status inconsistencies: Situations where some individuals have the opportunity to benefit whereas other employees do not.

Task interdependencies: The greater the extent of task interdependence among individuals or groups, the greater the likelihood of conflict if different expectations or goals exist among entities, in part because the interdependence makes avoiding the conflict more difficult.

Here we will examine two aspects of the conflict process. First, several factors that have been found to contribute to the conflict will be identified. After this, a model of conflict processes in organizations will be reviewed.

Task Interdependencies. The first antecedent can be found in the nature of task interdependencies. In essence, the greater the extent of task interdependence among individuals or groups (that is, the more they have to work together or collaborate to accomplish a goal), the greater the likelihood of conflict if different

expectations or goals exist among entities, in part because the interdependence makes avoiding the conflict more difficult. **Status Inconsistencies.** A second factor is status inconsistencies among the parties involved. Conflict can also emerge from jurisdictional ambiguities—situations where it is unclear exactly where responsibility for something lies.

Communication Problems. Suffice it to say that the various *communication problems* or ambiguities in the communication process can facilitate conflict. When one person misunderstands a message or when information is withheld, the person often responds with frustration and anger. Another previously discussed factor that contributes to conflict is *dependence on common resource pools*.

Differences in performance criteria and reward systems provide more potential for organizational conflict. This often occurs because of a *lack of common performance standards* among different groups within the same organization. Finally, a variety of *individual differences*, such as personal abilities, traits, and skills, can influence in no small way the nature of interpersonal relations. Individual dominance, aggressiveness, authoritarianism, and tolerance for ambiguity all seem to influence how an individual deals with potential conflict. Indeed, such characteristics may determine whether or not conflict is created at all.

Having examined specific factors that are known to facilitate conflict, we can ask how the conflict comes about in organizations. The most commonly accepted model of the conflict process was developed by Kenneth Thomas.

This model consists of four stages: (1) frustration, (2) conceptualization, (3) behavior, and (4) outcome. **Stage 1: Frustration.** As we have seen, conflict situations originate when an individual or group feels frustration in the pursuit of important goals. In fact, conflict can be traced to frustration over almost anything a group or individual cares about. **Stage 2: Conceptualization.** In stage 2, the conceptualization stage of the model, parties to the conflict attempt to understand the nature of the problem, what they themselves want as a resolution, what they think their opponents want as a resolution, and various strategies they feel each side may

employ in resolving the conflict. This stage is really the problem-solving and strategy phase. **Stage 3: Behavior.** A major task here is determining how best to proceed strategically. That is, what tactics will the party use to attempt to resolve the conflict? There are five modes for conflict resolution: (1) competing, (2) collaborating, (3) compromising, (4) avoiding, and (5) accommodating. Also shown in the exhibit are situations that seem most appropriate for each strategy.

The choice of an appropriate conflict resolution mode depends to a great extent on the situation and the goals of the party. Each party must decide the extent to which it is interested in satisfying its own concerns—called assertiveness—and the extent to which it is interested in helping satisfy the opponent’s concerns—called cooperativeness. Assertiveness can range from assertive to unassertive on one continuum, and cooperativeness can range from uncooperative to cooperative on the other continuum. Once the parties have determined their desired balance between the two competing concerns—either consciously or unconsciously—the resolution strategy emerges.

On the other hand, when the union is indifferent to an issue or when it actually supports management’s concerns (e.g., plant safety), we would expect an accommodating or collaborating mode (on the right-hand side of the exhibit).

(Adapted from
<https://opentextbc.ca/organizationalbehavioropenstax/chapter/causes-of-conflict-in-organizations/>*)*

ADDITIONAL RESOURCES:

1. *Stress Test*. (2020). Retrieved January 20, 2021 from <https://www.psychologistworld.com/stress/stress-test>
2. *English Grammar*. (2020). Retrieved January 20, 2021 from <https://www.english-grammar.at/worksheets/reported-speech/reported-speech-index.htm>
3. *Psychology Today*. (2020). Retrieved January 20, 2021 from <https://www.psychologytoday.com/us/blog/turning-point/201902/how-manage-conflict-in-the-workplac>
4. Robbins, S.P. (1978). “Conflict Management” and “Conflict Resolution” are not synonymous terms. *California Management Review*, 21(2): 67-75. R
5. Goparaju, S. (2015). A Review of Conflict Management Techniques in Projects. *Brazilian Journal of Operations & Production Management*, Vol. 12, Issue 2, pp. 214-232, 2015, Retrieved January, 2021 from SSRN: <https://ssrn.com/abstract=2708981>
6. Thomas, K. (2009). *Making conflict management a strategic advantage*. Retrieved January, 2021 from https://www.cpp.com/pdfs/conflict_whitepaper.pdf, Accessed on 15-Jan-2013, pp. 1-9.
7. Yousefi, S., Hipel, K.W. & Hegazy, T. (2010). AttitudeBased strategic negotiation for conflict management in construction projects. *Project Management Journal*, 41(4), 99-107.

UNIT 5 CONFLICT RESOLUTION TECHNIQUE

LEAD IN

TASK 1 Look at picture1 below. Do you recognize these people? Look at picture 2 and check your answers. How would you deal with these people?



Picture1 Difficult people

Learn to deal with these difficult people

The Know-It-Alls	The Grippers	The "Yes" People	The Passives	The "No" People	The Dictators
They're arrogant and usually have an opinion on every issue. When they're wrong, they get defensive.	Is anything ever right with them? They prefer complaining to finding solutions.	They agree to every commitment, yet rarely deliver. You can't trust them to follow through.	These people never offer ideas or let you know where they stand.	They are quick to point out why something won't work. What's worse, they're inflexible.	They bully and intimidate. They're constantly demanding and brutally critical.

Picture 2 Dealing with difficult people

(From <https://www.google.com/search?sxsrf=ALeKk00TzrSfYqMBOjGTy1aSmQlrxostSg:1612454143484&source=univ&tb>)

READING



TASK2 Before reading make sure you understand the meaning of

these words: Hostile, suppress, let out (*paragraph 1*); Commitment,

breakthrough, sharpen (*paragraph 2*); Withholding (*paragraph 3*);

Dimension, distributive, yield (*paragraph 4*); Substantive (process) (*paragraph 5*);

Intangibles (*paragraph 6*).

1. This is particularly true when the conflict becomes hostile and when strong feelings become involved. Resolving conflict can be mentally exhausting and emotionally draining.

But it is important to realize that conflict that requires resolution is neither good nor bad. There can be positive and negative outcomes. It can be destructive but can also play a productive role for you personally and for your relationships-both personal and professional. The important point is to manage the conflict, not to suppress conflict, and not to let conflict escalate out of control. Many of us seek to avoid conflict when it arises but there are many times when we should use conflict as a critical aspect of creativity and motivation.

2. Potential Positive Outcomes of Conflict: can motivate us to try harder to "win", can increase commitment, enhance group loyalty, increased clarity about the problem, can lead to innovative breakthroughs and new approaches, conflict can clarify underlying problems, facilitate change, can focus attention on basic issues and lead to a solution, increased energy level; making visible key values, involvement in conflict can sharpen our approaches to bargaining, influencing.

3. Potential Negative Outcomes of Conflict: can lead to anger, avoidance, sniping, shouting, frustration, fear of failure, sense of personal inadequacy, withholding of critical information, lower productivity from wasteful conflict, careers can be sidetracked; relationships ruined, disrupted patterns of work, consume a huge amount of time-loss of productivity. Studies have shown that negotiation skills are among the most significant determinants of career success. While negotiation is an art form to some degree, there are specific techniques that anyone can learn

Understanding these techniques and developing your skills will be a critical component of your career success and personal success.

The Five Modes of Responding to Conflict

4. It is useful to categorize the various responses we have to conflict in terms of two dimensions: how important or unimportant it is to satisfy our needs and; how important or unimportant it is to satisfy the other person's needs.

Answering these questions results in the following five modes of conflict resolution. None of these is "right" or "wrong". There are situations where any would be appropriate. For example, if we are cut off driving to work, we may decide "avoidance" is the best option. Other times "avoidance" may be a poor alternative. Similarly, collaboration may be appropriate sometimes but not at other times.

Competition: Distributive (win-lose) bargaining.

Collaboration: Integrative (win-win): Satisfying both your needs and the other's needs is important. Compromising: Satisfying both your needs and the other's are moderately important. Avoiding: you are indifferent about satisfying either your needs or the other's needs: no action is likely. Accommodating: simply yield (it doesn't matter to you and it matters to the other person).

5. In general, most successful negotiators start off assuming collaborative (integrative) or win-win negotiation. Most good negotiators will try for a win-win or aim at a situation where both sides feel they won. Negotiations tend to go much better if both sides perceive they are in a win-win situation or both sides approach the negotiation wanting to "create value" or satisfy both their own needs and the other's needs. We will focus on the two most problematic types: Collaborative (integrative) and Competitive (Distributive). All negotiations involve two levels: a **rational decision making** (substantive) process and a **psychological** (emotional) process. Understanding the "rational" part of the negotiation is relatively easy. Understanding the "psychological" part is more difficult. We need to understand ourselves and our opponents psychologically. Failure to understand these psychological needs and issues is at the root of most unsuccessful negotiations.

6. The Two Most Important Kinds of Bargaining: Distributive (win-lose) vs. Integrative (win-win). All bargaining situations can be divided into two categories: Distributive (also called competitive, zero-sum, win-lose, or claiming value), Integrative (collaborative, win-win, or creating value). Integrative or Win-Win Bargaining: The Critical Points Plan and have a concrete strategy: Be clear on what is important to you; Separate people from the problem; Emphasize win-win solutions: Focus on interests, not positions; Create Options for Mutual Gain: Generate a variety of possibilities before deciding what to do; Aim for an outcome be based on some objective standard; Consider the other party's situation: Know your BATNA (Best Alternative to a Negotiated Alternative;) Pay a lot of attention to the flow of negotiation; Take the Intangibles into account; Use Active Listening Skills.

(Adapted from Negotiations and Resolving Conflicts: An Overview prepared by Professor E. Wertheim <http://www.cba.neu.edu/~ewertheim/> College of Business Administration Northeastern University)

TASK 3 *Check your understanding: true or false*

1. The important point is to suppress conflict and not to let conflict escalate out of control.
2. Conflict can clarify underlying problems, facilitate change.
3. Conflict can lead to anger, avoidance, sniping, frustration.
4. Understanding specific techniques will be a critical component of your career success and personal success.
5. It is useful to categorize the various responses we have to conflict in terms of four dimensions.
6. There are five modes of conflict resolution.
7. Compromising: simply yield (it doesn't matter to you and it matters to the other person).

TASK 4 *Think and answer the questions to the article:*

1. What are the most problematic types of negotiation?

2. How many levels are involved in all negotiations?
3. What is at the root of unsuccessful negotiations?
4. Can all bargaining situations be divided into categories?
5. What is BATNA?

VOCABULARY

TASK 5 *Correct the mistakes*

1 Competition →	a) satisfying needs
2 Collaboration →	b) simply yield
3 Compromising →	c) distributive bargaining
4 Avoiding →	d) integrative
5 Accommodating →	e) no action is likely

TASK 6 *Match English collocations with the Ukrainian translation*

1 To withhold one's help	a) конфлікт посилився
2 Intangible	b) вороже ставитися до чогось
3 Distributive bargaining	c) погодитися (вимушено)
4 Treaty commitments	d) не надати допомоги
5 The conflict sharpened	e) сваритися
6 To be hostile to smth	f) розподільча домовленість
7 Let out at	g) обов'язки відповідно договору
8 To yield consent	h) спільні зусилля
9 Collaborative effort	i) нематеріальне
10 Accommodating	j) поступливий

TASK 7 A *There is the word "conflict" from the top down. For each letter, you need to write a word association with the concept of "conflict".*

Example:

Cry.....

Offence.....

Nonentity.....

Front.....

Laborious.....

Insulator.....

Crisis.....

Tyranny.....

It should be noted that ALL words are negative, that is, the conflict is perceived only as a bad, hopeless situation. But you need to look for a way out, see good, consider the conflict and how to start a new one, find out the cause of the failures, a way to agree.

TASK 7 B Watch video <https://www.youtube.com/watch?v=kUtMBhVi39w>

You need to write the same word in letters, but try to find a positive one.

Example:

Compromise.....

Optimism.....

News.....

Fearless.....

Logical.....

Idea.....

Crucial.....

Tolerance.....

And remember the words of C. Lixon: *"Conflicts are a standard of living. If there are no conflicts in your life, check if you have a pulse. "*

TASK 8 Watch video <https://www.youtube.com/watch?v=kUtMBhVi39w> and answer the following questions.

1. What organizations have to do?
2. Does the potential of the conflict exist in every situation?
3. Would people try to define conflicts?
4. Is conflict negative or positive?
5. What is the concept of conflict?

TASK 9 *Search online for more videos about the positive sides of conflicts. Share the results with the class.*

TRANSLATION



TASK 10 *Translate the following sentences into English.*

1. Посереднику важливо уміти реагувати на критичні моменти переговорів, під час яких прийняті ним дії будуть максимально успішними.
2. Рух від позицій до потреб та інтересів.
3. Медіатори виділяють три види інтересів: психологічні (особисті), ресурсні (комерційні) та процедурні (правові).
4. Після виявлення та пріоритизації інтересів кожного учасника спору відбувається усвідомлення можливих стратегій їх задоволення.
5. Зустрічні запитання використовуються як метод зупинки співрозмовника.
6. Активне слухання надає співрозмовнику відчуття, що його почули, допомагає у створенні простору довіри.

TASK 11 *Translate into English.*



Активний слухач

—

an active Listener:

1. Перефразування слів —.....
2. Відображення емоцій —.....
3. Відкриті запитання—.....
4. Визнання позиції співрозмовника —.....
5. Підсумки —.....
6. Вираження власного ставлення/позиції до ситуації (фреймінг) —.....

GRAMMAR **Future forms**

TASK 12 *Listen to The bike race.*

<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms> *and read the rules below.*

We use *will / won't* + the infinitive for predictions about the future.
We also use *will* when we decide something at the moment of speaking.
We use the present continuous more for arrangements with other people and *be + going to* + infinitive for intentions. Sometimes it's important to choose the right structure, but often we could use either because many events are both arrangements and intentions.



TASK 13 *Listen again to The bike race.*

<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/future-forms> *and complete the dialogue*

Girl: 1) Oliver..... back soon. Did he know you were coming?

Guy: 2) Yes, we spoke earlier. We..... a bike race so we want to plan our training schedule.

Girl: 3) That sounds serious. When is it?

Guy: 4) in about a month. It..... hard, but do Loads of training.

Girl: 5) Wow! But you every day, will you?

Guy: 6) That's what we talk about now.

Guy: 7) Right! I'm just a pen so we can write our plan down.

Girl: 8) Ammy around. We a film.

Guy: 9) What are you watch?

Guy: 10) If you chose Matt Damon, stay.

Girl: 11) Come on it good. It's had great reviews.

Girl: 12) Mum..... soon.

Guy: 13) She south tomorrow. To Luxor, I think.

TASK 14 *Check your grammar: multiple choice. Circle the best future form to complete these sentences.*

1. Don't worry about your driving test! I'm sure you'll pass / you're passing.
2. I won't come / 'm not coming on Friday, sorry. I have a doctor's appointment.
3. Are you hot? OK, I'm going to / I'll open the window.
4. Don't leave your bike there! Someone 's stealing it / 'll steal it.
5. Welcome to our university. In this talk I'll / I'm going to tell you about....
6. Look at the traffic! We're going to be / We're arriving late for school.

TASK 15 *Fill in the correct form of the Future Tense. In some sentences several forms are possible.*

1. They _____ driving to Madrid tomorrow evening. (DRIVE)
2. I offered her a job last week and I think she _____ it. (TAKE)
3. We _____ married on April 27th . (GET)
4. I suppose real estate prices _____ up again next year. (GO)
5. What _____ when you grow up? – I _____ a doctor. (YOU DO, BE)
6. Put your wallet away. I _____ for the tickets. (PAY)
7. I _____ John at the airport tomorrow at 5.30. (MEET)
8. Ask Jane. She _____ the answer (PROBABLY KNOW)
9. I can't talk about it now, but I _____ you a mail next week. (SEND)
10. The Williams _____ a mediation tomorrow afternoon, but they haven't invited us. (HAVE)

SPEAKING



TASK 16 *Describe one technique from the table. Think about the advantages and disadvantages of your technique. The link might help you <https://pmstudycircle.com/2012/01/best-conflict-resolution-technique>*

Conflict Resolution Technique

Avoiding/ Withdrawal, Compromising, Confronting/ Problem Solving, Accommodating, Smoothing, Collaborating, Forcing, Competing, Integrating, Negotiation, Dominating, Make Structural change, Superordinate goals, Authoritative Command, Offer, Concession, Coordinating, Increased Interaction, Doing nothing, Sharing, Postponement, Cooperating.

TASK 17 *Think about the most appropriate technique from task 15 to these people. Discuss with your groupmates.*



**The Know-
It-Alls**



**The
Passives**



**The
Dictators**



**The "Yes"
People**



**The "No"
People**



**The
Grippers**

SUPPLEMENTARY GRAMMAR TASK

Read the questions below and decide which answer best fits each space.

1. Your driving licence ... next week.

- A** is expiring **B** expires
C will expire **D** is going to expire

2. As soon as I ... back, I ... something nice.

- A** will go ... will buy **B** go ... will buy
C will go ... buy **D** go ... am going to buy

3. Can you visit me tomorrow? Well, I suppose you ... me for some time. We ... on holidays.

- A** won't see ... will go **B** are not going to see ... are going
C are not seeing ... will be going **D** won't see ... are going

4. I hope it ... tomorrow.

- A** isn't raining **B** is not going to rain
C doesn't rain **D** won't have been raining

5. Every student ... the matura exam in May.

- A** is taking **B** will take **C** is going to take **D** takes

6. I have a proposal for Peter. ... him tonight?

- A** Will you be seeing **B** Will you see **C** Are you going to see **D** Do you see

7. You ... your room without my permission.

- A** won't leave **B** are not to leave
C are about to leave **D** are going to leave

8. The concert ... at 8 p.m.

- A** will start **B** is starting **C** is due to start **D** is about to

9. If she ... pass the exam, she needs to study harder.

- A** is to **B** is about to **C** is due to **D** is bound to

10. I can't look at these documents any longer. I ... madness.

- A** am about to **B** on the verge of **C** on the step of **D** will be in

11. ... the window?

A Will I open **B** Shall I open **C** Am I opening **D** Am I going to open

12. Tom ... for the company for 20 years next week. We ... a party for him.

A is working ... will organise **B** will have worked ... are organising

C will have been working ... are going to organise **D** will be working ... will organise

13. I ... a party and would like to invite you. Thanks, if you need any help, I ... you a hand.

A am going to organise ... am going to give **B** will organise ... will give

C am organising ... am giving **D** am organising ... will give

14. Hurry up! The train ...

A is about to leave **B** is to leave **C** is on the brick of leaving **D** will be leaving

15. I ... come with you.

A shalln't 2 **B** shan't **C** not shall **D** don't shall

Check your answers



From <http://testyourenglish.org/test-63>

How Smart People Handle Difficult People

By Travis Bradberry

Vocabulary:

Exposure – the state of having no protection from something harmful;

Formidable – inspiring fear or respect through being impressively large, powerful, intense, or capable;

Awareness –knowledge or perception of a situation or fact;

Maintain – cause or enable (a condition or situation) to continue;

Equip – to provide something needed for a particular purpose;

Foe – an enemy or opponent;

Wrongdoer – a person who does things that are immoral or illegal. Synonyms: offender, criminal, villain, culprit

Deprivation – the damaging lack of material benefits considered to be basic necessities in a society

Difficult people defy logic. Some are blissfully unaware of the negative impact that they have on those around them, and others seem to derive satisfaction from creating chaos and pushing other people's buttons. Either way, they create unnecessary complexity, strife, and worst of all stress. Studies have long shown that stress can have a lasting, negative impact on the brain. Exposure to even a few days of stress compromises the effectiveness of neurons in the hippocampus. Weeks of stress cause reversible damage to neuronal dendrites (the small "arms" that brain cells use to communicate with each other), and months of stress can permanently destroy neurons. Stress is a formidable threat to your success. Most sources of stress at work are easy to identify. If your non-profit is working to land a grant that your organization needs to function, you're bound to feel stress and likely know how to manage it. It's the unexpected sources of stress that take you by surprise and harm you the most.

Recent research from the Department of Biological and Clinical Psychology at Friedrich Schiller University in Germany found that exposure to stimuli that cause strong negative emotions -- the same kind of exposure you get when dealing with difficult people -- caused subjects' brains to have a massive stress response.

The important thing to remember is that you are in control of far more than you realize.

Complainers and negative people are bad news because they wallow in their problems and fail to focus on solutions. People often feel pressure to listen to complainers because they don't want to be seen as callous or rude, but there's a fine line between lending a sympathetic ear and getting sucked into their negative emotional spiral. You can avoid this only by setting limits and distancing yourself when necessary. A great way to set limits is to ask complainers how they intend to fix the problem. They will either quiet down or redirect the conversation in a productive direction. Distance yourself from them emotionally and approach your interactions. You don't need to respond to the emotional chaos -- only the facts. Maintaining an emotional distance requires awareness, better to give yourself some time to plan the best way to go about it. Once you've found your way to Rise

Above a person, you'll begin to find their behavior more predictable and easier to understand. This will equip you to think rationally about when and where you have to put up with them and when you don't.

Related: 9 Phrases Smart People Never Use In Conversation. You can establish a boundary, but you'll have to do so consciously and proactively. If you let things happen naturally, you are bound to find yourself constantly embroiled in difficult conversations.

Smart people know how important it is to live to fight another day, especially when your foe is a toxic individual. When you read and respond to your emotions, you're able to choose your battles wisely and only stand your ground when the time is right. Quit thinking about how troubling your difficult person is, and focus instead on how you're going to go about handling them. This makes you more effective by putting you in control, and it will reduce the amount of stress you experience when interacting with them. Emotionally intelligent people are quick to forgive, but that doesn't mean that they forget. Forgiveness requires letting go of what's happened so that you can move on. It doesn't mean you'll give a wrongdoer another chance.

Sleep deprivation raises stress hormone levels on its own, even without a stressor present. A good night's sleep makes you more positive, creative, and proactive in your approach to toxic people, giving you the perspective you need to deal effectively with them.

To deal with toxic people, you need to recognize the weaknesses in *your* approach to them. This means tapping into your support system to gain perspective on a challenging person. Everyone has someone at work and/or outside work who is on their team, rooting for them and ready to help them get the best from a difficult situation. Identify these individuals in your life and make an effort to seek their insight and assistance when you need it. Something as simple as explaining the situation can lead to a new perspective. Most of the time, other people can see a solution that you can't because they are not as emotionally invested in the situation.

(Adapted from <https://www.entrepreneur.com/article/290372>)

ADDITIONAL RESOURCES:

1. *Twisting arms*. (2020). Retrieved December 20, 2020 from <https://www.researchgate.net/publication/32894907>
2. *What is conflict resolution?* (2020). Retrieved December 15, 2020 from <https://study.com/academy/lesson/what-is-conflict-resolution-in-the-workplace-skills-techniques->
3. *Simple workplace conflict-resolution techniques*. (2020). Retrieved November 10, 2020 from <https://www.notredameonline.com/resources/negotiations/6-simple-workplace-conflict-resolution-techniques/>
4. Gallo, A. (2017). *HBR Guide to Dealing with Conflict*. Boston: Harvard Business Review Press.
5. Halperin, E. & Tagar, M. (2017). Emotions in conflicts: Understanding emotional processes sheds light on the nature and potential resolution of intractable conflicts. *Current Opinion in Psychology*, Vol. 17, 94–98.
6. Pruitt, D. (1983). Strategic Choice in Negotiation. *American Behavioral Scientist* 27. 167-194.

UNIT 6 SAFE MEDIATION

LEAD IN

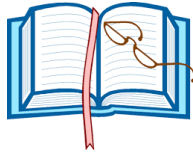
TASK 1 *Look at the pictures below. Think and answer the questions: What motivates women to become terrorists? Feminism has also been a motivating ideology for many female terrorists. Do you agree with this statement? How Citizens Can Protect Themselves?*

The link might help you <https://fas.org/irp/threat/frd.html>



From <https://www.dreamstime.com/royalty-free-stock-photography-armed-arabian-wom>

READING



TASK 2 *Skim the whole article, explain the meaning of the words in bold.*

How to Make Mediation Safer in Cases of High Conflict

While conflict is neither good nor bad in the abstract, conflict certainly has the potential to escalate if not successfully managed. Safety should be one of our primary *concerns* as a mediator, if not our utmost concern. When we think about safety, we should consider the safety of the parties and ourselves. Safety concerns may come to light in a variety of situations, from threats of violence to table *thumping* to displays of weapons in the mediation room.



Before you mediate, be sure that you have become familiar with the location where you will be conducting the session. Do you know where all of the doors and emergency exits are located? Can you locate the fire alarm *or* telephone? Will anyone be at that location if you are mediating at night? Will anyone be screening the parties for weapons? Is the parking lot well lit? If you are mediating in your own location, you hopefully know all of this information already. If you are mediating on location for one of the parties or at a different neutral site, you may have to do some research, especially if you suspect some *hostility*. In some situations, mediating at a courthouse can be ideal, especially if you are concerned about the presence of a weapon or suspect the need for police back-up, if necessary.

Keep Important Numbers on Hand. Certainly, we all know that we can call *911* in an emergency. Other numbers can also be helpful, such as the *Department of Health and Human Services*.

Address Safety Issues with Parties in Initial Private Sessions. Conducting an initial private session of some sort with each party to a mediation can be helpful in a wide variety of mediation cases. During those sessions, you can talk to both parties about

the relationship with the parties and whether the parties have any particular *safety concerns*, *button-pushing triggers*, or suspicion of weapons possession. In Nebraska, family mediators are required to screen for domestic intimate partner *abuse*, but an initial private session to discuss safety may be helpful in every case, no matter the subject matter. If the preparation session indicates that safety measures must be taken, you can make process choices based on these concerns, such as mediating in *caucus* or asynchronously.

Prepare Yourself for the Individual Case. In addition to the initial private session, mediators can engage in other preparation to help you make these safety decisions. It might be helpful to review the case file on JUSTICE or other types of database to determine if any protection orders have been sought or ordered in the case. In some situations, you might want to conduct a background check on a party.

Understand Certain Human Behavior. Most of us have heard about *fight or flight* (or *freeze*), but we could learn more about our human reactions to difficult situations. Understanding these reactions may help us understand our own behavior as well as the behavior of the parties in the room.

During the Mediation: Arrange Your Room. Consider how you arrange your mediation room in order to promote safety. Consider who should sit closest to the door in the event that you need to quickly exit the room. Think about the seating arrangement and how closely the parties are to one another and your *proximity* to both of them. In an unusual situation, you may need to remove all scissors, pencils, letter openers, and other ordinary objects that may be used as weapons.

Consider Modifications to Your “Usual” Procedures. You may want to discuss safety issues in your mediator’s *opening statement*, such as telling the parties that the process is intended to be a safe space and that you can take *precautions* if a party no longer feels safe. If you usually invite *opening statements*, you may decide to eliminate them so as to not heighten emotions. Alternatively, opening statements could be given in caucus, instead.

Speaking of Caucuses. Separating the parties in terms of space or time may be a safer way of mediating a high conflict case. If parties do not feel comfortable meeting in the same room, then use separate caucus rooms for the

entire mediation. If parties do not feel comfortable being in the same building at the same time, then you could consider an asynchronous mediation meeting with different parties on different days. Take a Break. If things *get heated* during a session, changing something in the situation may help calm the temperature in the room. Your options are plentiful: *take a break, tell a joke, offer some snacks, call a bathroom break*. In an extreme situation, you may need to *close the session*. These techniques should help diffuse the situation and help you assess whether a safety threat is real.

Have Some Company. If you do not feel comfortable being alone with the parties, then make appropriate arrangements. In some situations, solo mediators may want to use a *co-mediation* model in order *to assert* additional authority in the room. At a minimum, you may want to ensure that other office personnel is in the building and able to check in on your room if *tensions* elevate. To achieve these ends, you may need to mediate during business hours and avoid nights and weekend mediations. Stay Aware. When you suspect that safety may be a concern, you should stay alert. Consider trying to *widen your peripheral vision* in order to take in more of the room. Be sensitive to *sudden movements*, especially if you fear a weapon in the room. In addition, keep an eye on the non-aggressing party to determine if that party is giving non-verbal cues that the aggressor party may be escalating. Trust Your Gut. Many of us are mediators because we have a good way with people and can often *read their emotions*. If you think a party is merely joking or *letting off steam*, you very well might be right! Although we generally err in favor of more safety than less, we also do not want to go overboard. We also want to do our best not to escalate the situation ourselves.

Following the Mediation: The moments following the close of mediation may be one of the most critical times in the entire process. *Stagger the exit times* of the parties, if possible. One easy way to stagger the exit times is to break the parties into *caucus* rooms and dismiss the victim party first, while the aggressor party is still in the building. Have the parties leave through *different exits*, if possible, and *walk*

the parties to their car, if appropriate. In extreme circumstances, you may need to call a police escort to ensure that both parties leave the mediation safely.

(From <https://www.mediate.com/articles/BlankleyK1.cfm>)

TASK 3 *Check what you know. Answer the questions.*

1. What should you do before the mediate?
2. What will you do if the preparation sessions indicate that safety measures must be taken?
3. Can you review the case file on Justice?
4. What are the human reactions to difficult situations?
5. What can be used as weapons?
6. Could opening statements be given in causes?
7. What is a safer way of mediating a high conflict?
8. What techniques might help you in extreme situations?

TASK 4 *Read the statements and correct the mistakes.*

1. When we think about safety, we should consider the safety of ourselves.
2. If you are mediating on location for one of the parties or at a different neutral site, you cannot do some research.
3. Conducting an initial private session of some sort with each party to a mediation cannot be helpful in a wide variety of mediation cases.
4. In all situations, you might want to conduct a background check on a party.
5. If parties do not feel comfortable meeting in the same room, then close the session.
6. Solo mediators cannot use a co-mediation model.
7. When you suspect that safety may be a concern, you should call a police escort.
8. The moments following the close of mediation may be one of the most critical times in the entire process

VOCABULARY

TASK 5 *Match English words and phrases with the Ukrainian translation.*

1 To cause concern	a) застосувати проти опонента його ж методи
2 To lie on the table	b) принижувати одне одного
3 To turn the tables on smb	c) зловживання владою
4 To take smth from the table	d) безперервна ворожнеча
5 Perpetual hostility	e) відстань
6 To trigger off smth	f) відкласти обговорення
7 To exchange abuse	g) стверджувати
8 Abuse of power	h) повернутися до обговорення
9 Proximity	i) викликати занепокоєння
10 To assert	j) розпочати
11 Tension	l) напруженість (емоц. стан)
12 Precaution	k) передбачуваність

TASK 6



Make collocations by matching words in A with words in B. Then complete sentences 1-7.

A

perfect brought(to) protest previous fresh make under

B

alibi convictions justice (an)appeal innocence evidence arrest

1. Tomas had no.....
2. My clients are planning to..... an.....against conviction.
3. The crime went unsolved and the perpetrators were never.....to justice.
4. Jane had a and the police officer let her go.
5. A man is following the suspicious death of his son.
6. The prosecutor has found
7. The perpetrators continued to..... their

TRANSLATION



***TASK 7** Translate the following sentences into English. Rewrite the table into English.*

1. Можна виокремити прагнення до використання терористичними організаціями нових технологій та розширення активності в кіберпросторі.
2. Загрозливою є тенденція щодо залучення до терористичної діяльності безпосередньо громадян країн, які є об'єктами терористичних нападів.
3. Метою терористів є примушення урядів країн відмовитися від боротьби з міжнародним тероризмом за межами держави.

4. Факти використання міжнародними терористами транзитного потенціалу нашої держави знаходять підтвердження за результатами діяльності Служби безпеки України.
5. Посилення міграційних процесів створює додаткові можливості для активізації діяльності міжнародних терористичних організацій.
6. Крім чисельних людських жертв та руйнувань, результатом діяльності терористичних організацій стає відчуття незахищеності та невпевненості серед населення.

Ємен

Загинуло: 1519 осіб

Поранено: 2599 осіб

Кількість терористичних нападів: **467**

Усього з 2000 року внаслідок терактів загинуло: **3615** осіб

У 2015 р. в Ємені від терористичних нападів загинула найбільша за всю історію кількість осіб – 1519, що на 866 (132%) перевищує показник попереднього 2014 р. (653). Теракти здійснювали 8 угруповань, при цьому 3 з них: Хусити (підтримуваний Іраном суспільно-політичний рух шиїтів-зейдитів), прибічники ІД та «Аль-Каїда на Аравійському півострові» – відповідальні за понад 90 % нападів.

(From https://niss.gov.ua/sites/default/files/2017-04/mizhnar_teror-17f29.pdf)

GRAMMAR **Relative clauses**

We use relative clauses to give additional information about something without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating certain words

TASK 8 *Combine the sentences. Use who, which, whose, where, or when.*

Example:

Mike is very good-looking. (He's Helen's brother.)

Mike, who is Helen's brother, is very good-looking.

1 The book is about a murder on the Nile. (It was written by Agatha Christie.)

.....

2 The diamond necklace has been found by the police. (It was stolen last week.)

.....

3 Steven Spielberg lives in Hollywood. (He is a famous film director.)
.....

4 My friend Isabel wants to do media studies. (Her father is a TV presenter.)
.....

5 The new club plays great music. (Jamie works there.)
.....

6 My holiday in Ibiza was wonderful. (I first met Jenny then.)
.....

TASK 9 *Combine the TWO sentences to ONE, using a relative pronoun.*

1. The police arrested the man. He murdered his wife.
2. I can't remember the name of the street. I lost my passport there.
3. Where are the shoes? I bought them yesterday.
4. The book is very interesting. I borrowed it from the library.
5. I'll never forget the day. I got my first bike on that day.
6. This is the man. His dog bit me.
7. The pupils missed the test. They came late.
8. This is my boyfriend. His father works at Macy's.
9. That man is a politician. I forgot his name.
10. I'll show you the church. I got married there.

(From <https://www.english-practice.at/b1/grammar/relative-clauses/rc003-relative-clauses.pdf>)

TASK 10 *You attend training courses in mediation. You have to do some tasks step by step.*

Step 1. Listen and complete the sentences.

Step 2. Underline the correct alternatives.

Step 3. Listen again to check your ideas.

Step 4. Match numbers with letters

Step 1.  **Listen and complete the sentences**

(From [https://millercenter.org/the-presidency/presidential-speeches/ Donald Trump. Remarks on National Security Strategy, 2017](https://millercenter.org/the-presidency/presidential-speeches/Donald%20Trump/Remarks%20on%20National%20Security%20Strategy))

- Following my trip to the Middle East, the Gulf states and other Muslim-majority nations joined together to.....
- And we have made clear to Pakistan that while we desire continued partnership, we must see.....
- Our efforts to strengthen the NATO Alliance set the stage for significant increases in member contributions, with tens of billions of dollars more pouring in because I would not allow member states.....

Step 2



Underline the correct alternatives.

1. A nation without borders is not *a nation* / *the USA*.
2. A nation that does not protect prosperity at home cannot protect *anything else* / *its interests abroad*.
3. A nation that is not prepared *to win* / *to avoid* a war is a nation not capable of preventing a war.
4. A nation that is *not proud* / *not respect* of its history cannot be confident in its future.
5. And a nation that is not certain of its *issues/values* cannot summon the will to defend them.

Step 3



Listen again to check your ideas

Step 4



Match numbers with letters

1) neglected	a) Iran
2) bad deal with	b) into our country
3) allowed terrorists	c) American principles
4) to impose	d) such as ISIS
5) the wrong people are allowed	e) punishing regulation
6) our leaders drifted from	f) the failures of the past
7) people rejected	g) a nuclear menace

WRITING a problem-solution essay

<https://kingessays.com/problem-solution-essay.php>



TASK 11 *What problems are associated with terrorism? What solutions can you suggest? Write a problem-solution essay, the structure below might help you*

1. *Introducing the problem.*
2. *Describing causes of the problem.*
3. *Describing consequences of the problem.*
4. *Suggesting solutions.*
5. *Concluding.*

SPEAKING

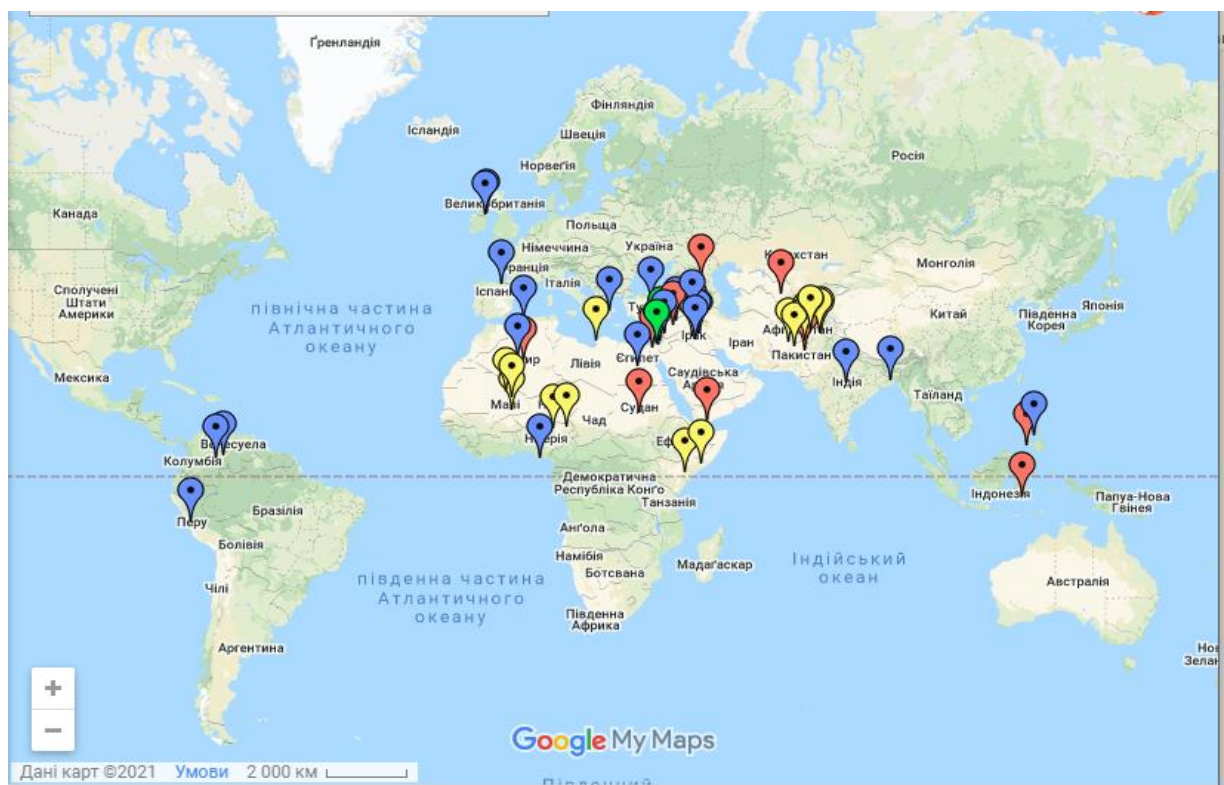
TASK 12 *You are a mediator and you have to decide if there is a difference in meaning between the pairs of the sentence of the sides of the conflict. If so, explain*



the difference.

- a) ...To protect our citizens, I ***have directed*** the Department of Justice to form a Task Force on Reducing Violent Crime.
- b) To protect our citizens, I ***have been directed*** the Department of Justice to form a Task Force on Reducing Violent Crime (*From <https://www.whitehouse.gov/briefings-statements/remarks-president-trump-joint-address-congress/>*)

TASK 13 *Work in pairs. Look at the map below and ask your groupmate about global terrorist organizations.*



● — other terrorist organizations; ● — Al Qaeda; ● — terror organizations supported by Iran; ● — Allies of al Qaeda

(Adapted from <https://www.google.com/maps/d/viewer?msa=0&dg=feature&mid=1DQ-gGIXryIz5UCnXhVvaQlu1EZo&ll=37.60444022572671%2C26.015625>)

SUPPLEMENTARY GRAMMAR TASK

Adverbial clauses

Read the questions below and decide which answer best fits each space.

1. ... her illness, she had to stay at home.

- A** Because **B** In spite **C** Due to

2. ... she had no chance to win, she took part in the conquest.

- A** Despite **B** As **C** Although

3. She is finding a job ... earn some money.

- A** so that **B** in order to **C** due to

4. We decided to postpone the trip ... bad weather.

- A** because of **B** despite **C** in order to

5. You can go climbing if you want to. ..., you must be very careful.

- A** Although **B** So that **C** However

6. He went inside silently ... nobody could hear him.

- A** so that **B** in order to **C** so as to

7. I'll take the umbrella ... it rains. a) in order to b) in case c) so that

8. ... other guests prefer going out, I wanted to stay home.

- A** As **B** While **C** Despite

9. ... she didn't want to come with us, we went without her.

- A** As **B** So **C** If

10. ... lack of experience, she was employed.

- A** Event though **B** Despite of **C** In spite of

11. Some people like summer ... others prefer winter.

- A** though **B** whereas **C** despite

12. I left at dawn ... be in time.

- A** so that **B** in order that **C** so as to

13. Sometimes she acts ... she was a child.

- A** as if **B** like **C** so that

14. He's sometimes annoying, but I like him ...

A though

B although

C however

15. He pretended to be sick ... go to school.

A so as to not

B lest

C in case

Check your answers



From <http://testyourenglish.org/test-129>

A Call for a Safe Model of Family Mediation

*By Rachael Field
Bond University*

Vocabulary:

Internal – of or situated on the inside;

Sustainable – able to be maintained at a certain rate or level;

CFDR – Coordinate Family Dispute Resolution;

Perpetrator – a person who carries out a harmful, illegal, or immoral act;

Exacerbate – make (a problem, bad situation, or negative feeling) worse;

Coercive – relating to or using force or threats;

Genuinely – 1) in a truthful way; 2) to the fullest degree; properly

Mutually – felt or done by two or more people or groups in the same way:

The Australian family law system has struggled for many years to provide processes and procedures that are less adversarial, and which ensure access to justice and fair outcomes for those needing to negotiate arrangements for their post-separation family lives. These challenges are exacerbated, and dealt with least well, in contexts where there is a history of domestic violence ('DV'). Facilitative mediation, a model of mediation commonly used in family contexts, is a process that is designed to empower the parties and support the hearing of their voices in a number of ways. For example, the role of a facilitative mediator is focused on implementing and facilitating the process rather than making a decision for the

parties. This approach allows the parties to take control of the dispute and the terms of its resolution. The dynamic of DV, which centres on the perpetrator's use of coercive power and control in the relationship, means that perpetrators are generally unable to genuinely work collaboratively and cooperatively with their victim with a view to generating mutually beneficial and suitable options and imaginative outcomes. We also knew that the alternative options available to clients (who are also often unable to access legal aid) would not necessarily provide access to justice for them. The key alternative options are, on the one hand, to negotiate sitting at the kitchen table with the perpetrator of violence against them and, on the other hand, to be a self-represented litigant in the Family Court.

The model of family mediation, which was called Coordinated Family Dispute Resolution ('CFDR') was designed in 2009. It was an innovative, distinct, new model of family mediation with theoretical, scholarly foundations, using a multidisciplinary approach within a framework designed to 'provide a safe, non-adversarial and child-sensitive means for parents to sort out their post-separation parenting disputes. CFDR was designed to support the achievement of safe and sustainable post-separation parenting outcomes for children and their families.

Preparation for CFDR mediation: the CFDR process focuses on preparing the parties for effective participation in CFDR mediation. Both parties are required to attend preparatory legal advice sessions, communication sessions (which are essentially counselling sessions), and a CFDR mediation preparation workshop.

CFDR mediation is intended to be practised as a co-mediation model, where there is a gender balance in the mediators, and where a legal advocate is present for both the victim of violence and the perpetrator, respectively. Other support people or advocates may also be present if this is assessed as necessary to best address the needs and interests of the parties. A range of variations on this model is possible, depending on the assessed needs of the family.

In CFDR mediation a greater number of private sessions may be required than in standard models of family mediation, as private sessions are critical to ensuring

the parties' voices are heard. Despite the positive evaluation and the ardent belief by many in the pilot agencies that this model is necessary for the family law system as a safety measure for victims of violence and their children post-separation, CFDR has not been rolled out due to political, resource, and funding issues.

The safety of victims of violence and their children post-separation is a critical family-governance and justice issue in 2016, which requires the reintroduction of the CFDR model. The Australian government has a responsibility to ensure that a safe model of mediation is available for parties in DV contexts, and needs to acknowledge that achieving this requires resources and expertise. CFDR represents an investment in the future lives of families who have experienced DV.

(Adapted from
<http://www5.austlii.edu.au/au/journals/BondLawRw/2016/4.pdf>*)*

ADDITIONAL RESOURCES:

1. *Defining and non-defining relative clauses*. (2020). Retrieved November 20, 2020 from https://www.callanschool.info/images/noticias_pdf/defining-and-non-defining-relative-clauses.pdf
2. *English exercises*. (2020). Retrieved October 10, 2020 from <https://www.englishexercises.org/makeagame/viewgame.asp?id=4219>
3. *Terrorism Section*. (2020). Retrieved December 10, 2020 from <https://www.mediate.com/terrorism/>
4. Altheide, D. (2007). The mass media and terrorism. *Discourse & Communication*. 1(3), 287-308.
5. Federer, J. (2018). We do negotiate with terrorists: navigating liberal and illiberal norms in peace mediation. *Critical studies on Terrorism*. V.12. 19-39
6. Martin, G. (2008). *Essentials of terrorism: concepts and controversies*. Los Angeles; London: SAGE.

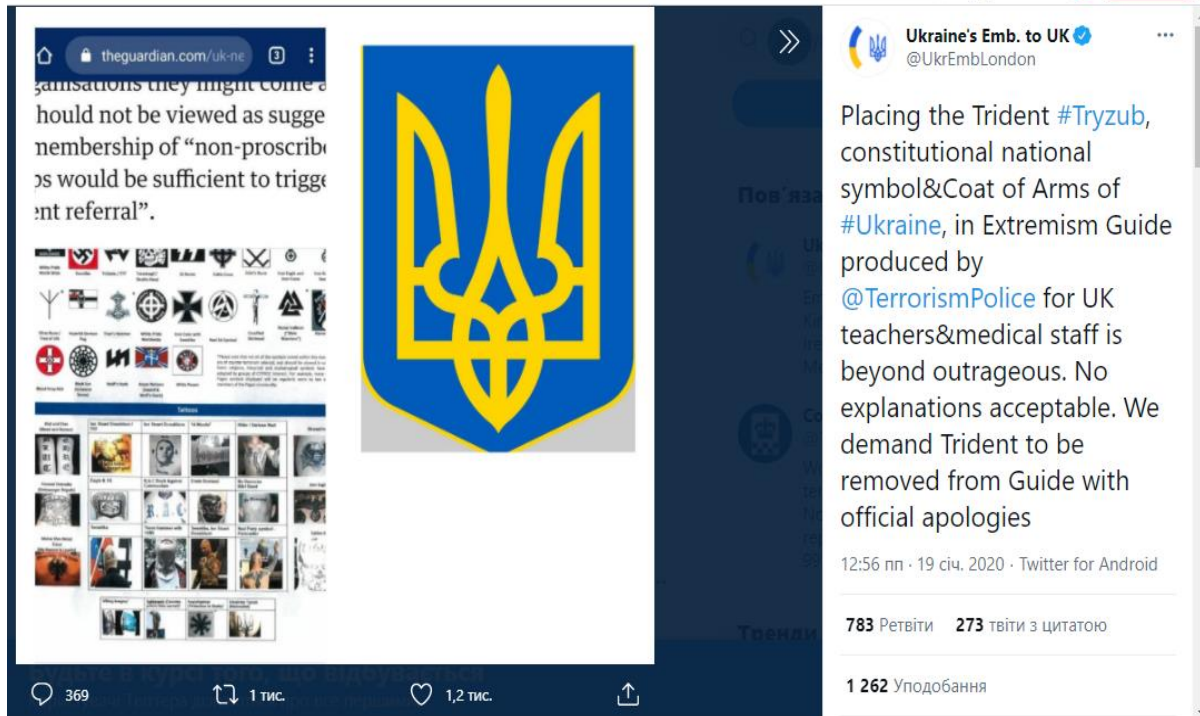
UNIT 7 THE PHENOMENON OF TERRORISM

LEAD IN

TASK 1 When you hear the word “terrorism,” what events come to mind? What about these events fall into the category of terrorism, in your opinion? What do you think about placing the Trident in Extremism Guide?



twitter.com/UkrEmbLondon/status/1218849631016230913/photo/1



(From <https://twitter.com/UkrEmbLondon/status/1218849631016230913/photo/1>)

READING



TASK 2 What do you think the words in bold in the article mean?

The Passive-Aggressive: Terrorist or Freedom Fighter?

1 “How do you deal with someone who is passive-aggressive?”

A question is sure to arise when we talk about difficult people.

Unfortunately, the term is applied so broadly that it serves little

but to reinforce our belief that the *other* person is the problem and that things would be fine if only *they* would change (or seek professional help.) But waiting for others to change seldom produces the results we would like, so how else can we deal with those we may experience as passive-aggressive? The key lies in understanding the motivation for their behaviour and cultivating an atmosphere that supports dialogue and resolution.



2 What is “passive-aggressive”? The origin of the term has been attributed to the US Department of Defense to describe a soldier who was not openly insubordinate but *shirked* duty through incompetence or *procrastination*. (What the army judged as a personality disorder could be seen as a rational survival strategy by others.) Often the term is misapplied to anyone who avoids confrontation. This certainly describes the “passive” part of the equation – behaviour which is indirect and incongruent with apparent agreement or *acquiescence*. The “aggressive” aspect, however, would require a deliberate attempt to hurt, discredit or undermine another person (or organization). I recently heard the term “passive-resistant” to describe someone who chooses not to express disagreement, but whose compliance is at best half-hearted.

3 People are quick to label a nemesis as passive-aggressive, but when was the last time you heard someone describe *themselves* in such terms? Yet the behaviours in question are commonplace. Someone may remain silent during a meeting, fully knowing they will ignore the resulting decision. Another person may smile politely at a co-worker or family member only to later badmouth them. (Of course, what others might term gossip, we justify as “objectively discussing a situation at work”.) This apparent contradiction shouldn’t be a surprise, though, for people in conflict

see themselves as an *innocent victim* and cast the other person as the villain. Those we might label as passive-aggressive would see themselves as bullied or *oppressed*. They would justify their behaviour as necessary in the face of a more powerful adversary. One person's terrorist is another's a freedom fighter.

4 There are two aspects to these behaviours that trouble most of us. Firstly, we feel frustrated because we rely on the other person in some way. We require their expertise, input, or goodwill. Secondly, their lack of support is camouflaged. Few expect others to agree with us all the time (as appealing as that thought maybe). Most, however, welcome open dialogue to explore and resolve issues. Put simply, we seek support from the other person and, failing that, hope they would express their concerns directly.

This understanding informs a strategy to address these situations collaboratively:

- confront the behaviour without judging or attacking the person
- ask directly for what you need (both the support and direct communication)
- create an atmosphere to encourage and support this.

5 Firstly, describe the problematic behaviour objectively and specifically. Point out *inconsistencies* between the other person's words and their actions. "I understood during our original meeting that you were fine with the timelines, yet the last two reports have been several days late. What's up?" In raising the issue in this way and inviting them to share their perspective, you allow them to save face.

Secondly, ask directly for what you need. Your need may be concrete ("I need your figures by Friday") or may address communication ("If you have concerns, please let me know.")

Thirdly, consider the climate in which these behaviours occur – and our role in creating a climate that leads to their indirect approach to conflict. A tendency to avoid conflict (or accommodate to keep the peace) usually reflects the following beliefs: conflict is unsafe ("I'll get hurt."); conflict is a waste of time ("I'll lose anyway.") or conflict will damage the relationship

(“We won’t be able to be friends after this.”).

6 Donna Soules, explored the topic of “defensiveness”. She noted that a climate of judgment, hostility, or suspicion directly increases the degree of defensiveness in conflict. It’s easy to see that such a climate, coupled with a perception of being up against an *overwhelming force* (or an immovable object), would cause a person to go “underground”. If you find others around you unwilling to meet issues head-on, you might reflect on how you react when disagreement surfaces. A forceful, argumentative reaction leads others *to withdraw* or withhold.

Collaborative conflict resolution requires a safe space for the conflict to exist. A hostile climate drives people underground, but curiosity, respect, and a willingness to be influenced encourage open communication. For most people to engage directly in conflict, they need to be reassured that:

- they will be safe
- their views will be heard and taken seriously, and
- that engaging in the conflict will not hurt (and might even strengthen) the relationship.

7 You can establish this supportive climate by being transparent about your intention, by forcing yourself to listen without rebuttal or defensiveness, and by demonstrating curiosity and empathy. You can emphasize the benefit of dialogue and indicate the consequences of failing to resolve these issues. So rather than judging those you would label as passive-aggressive, stay curious and encourage them to meet in a field “out beyond all the ideas of right doing and wrongdoing. In this field, both terrorists and freedom fighters can lay down their weapons in favor of understanding, dialogue, and resolution.

TASK 3 *Read the article and answer the questions.*

1. What is “passive-aggressive”? (*paragraph 2*)
2. Who is “passive-resistant”? (*paragraph 2*)
3. Why do we feel frustrated? (*paragraph 4*)
4. How would you describe the problematic behaviour? (*paragraph 5*)

5. How would you allow people to save face? (*paragraph 5*)
6. Can you establish a supportive climate? (*paragraph 7*)

TASK 4 *Are the statements True or False?*

1. Waiting for others to change produces the results we would like
(*paragraph 1*)
2. Reluctance is a personality disorder that could be seen as a rational survival strategy by others (*paragraph 2*).
3. Procrastination the term is misapplied to anyone who avoids confrontation (*paragraph 2*).
4. The “passive-resistant” - someone who chooses to express disagreement.
(*paragraph 2*).
5. The “passive-aggressive would justify their behaviour as necessary in the face of a more powerful adversary (*paragraph 3*).
6. A tendency to avoid conflict usually reflects the following beliefs: conflict is safe, conflict is a waste of time, the conflict will damage the relationship.
(*paragraph 5*).
7. Collaborative conflict resolution requires a safe space for the conflict to exist (*paragraph 6*).
8. You cannot indicate the consequences of failing to resolve these issues
(*paragraph 7*).

VOCABULARY

TASK 5 *Match words with definitions then complete the sentences 1-5.*

WORD	DEFINITION
1. ambiguous (adj.)	a) The set of ideas and beliefs of a group or political party
2. deterrent (n.)	b) The size or importance of something

3. ideology (n.)	c) Having more than one meaning, not expressed or understood clearly
4. magnitude (n.)	d) Someone who commits a crime
5. perpetrator(n.)	e) Something that makes someone decide not to do something

1. The definition of terrorism is because people can't decide on a single meaning of the word.
2. Some say stricter gun laws would be a to mass shootings. Others say improving mental health services is the answer.
3. Many say terrorists are motivated to commit violence because of a political
4. The..... of terrorist attacks is often measured by the number of people injured or killed.
5. A of a mass shooting is not always considered a terrorist. It depends on the perpetrator's motivation for committing the crime.

TASK 6 *Match English words and phrases with the Ukrainian translation.*

1 To shirk	a) згода (мовчазна, примусова)
2 Procrastination	b) суперник
3 Equivocation (behaviour)	c) приниження
4 Acquiescence	d) незліченний (великий)
5 To withdraw	e) неквапність, віддєтермінування

6 Oppressed	f) несутимість
7 Adversary	g) захист
8 Defensive	h) ухилятися
9 Inconsistency	i) відсторонитися, відступити
10 Overwhelming	j) врівноважена поведінка

TRANSLATION

TASK 7 *Translate into English.*

1. У виникненні і поширенні тероризму та екстремізму певну роль відіграють державно-політичні і геополітичні фактори.
2. Тероризм, що спирався на обмежені ресурси і був спрямований проти переважаючих за потужністю держав, радикально змінюється.
3. Особливу небезпеку становить високий рівень нелегальної міграції насамперед з тих країн, де діють терористичні організації.
4. Україна сьогодні є активною учасницею анти-терористичної коаліції.
5. Аль-Каїда – Міжнародний ісламський фронт джихаду проти іудеїв і християн" або "Ісламська армія звільнення мусульманських святинь", мета угруповання – створення мусульманської держави в цілому світі.
6. Хезбулах – “Послідовники пророка Мухаммеда”. Створена у Лівані 1982 р. Це радикальне угруповання, що має підтримку Ірану і Сирії.
7. "Об'єднані акти самооборони Колумбії" – воєнізована організація, що фінансує свою діяльність за рахунок контрабанди наркотиків.
8. Японська релігійна секта "АУМ Сінріке" (нині "Альф"), створена у 1987 р. Секо Асахарою.

9. Учені бачать у терористах достатньо послідовних, обережних людей, стратегів, які швидко адаптуються до змін.

10. Наслідками тероризму є деформація суспільної свідомості, руйнування духовних і матеріальних цінностей,

TASK 8 *watch the video, What is the Definition of Terrorism?*

<https://www.youtube.com/watch?v=c3XzlmwYnXE> *The information in the video stops at 2:49. Define terrorism in your own words.*

Explain how terrorism is different from the examples in the video (organized crime, mental illness, or political oppression)?

Review the definition of terrorism provided by the video (found at 0:30) and pull out the FBI definition of international terrorism in the first part of The Lowdown post. How do these definitions differ?

Which one do you think is a better definition? (there is still no single agreed-upon definition).



TASK 9 *You need to write the same word in letters (nouns & verbs).*

noun	verb
T orpidity	T opple
E nemy	E ngage
R acism	R epudiate
R adical	R aid
O utsider	O ust
R esponse	R ebut
I gnominy	I nfiltrate
S ecclusion	S teal
M ortal	M isrepresent



TASK 10 Watch the video *Terrorism is a failed brand*

https://www.ted.com/talks/jason_mccue_terrorism_is_a_failed_brand/transcript#t-65554 (3:15) and complete the sentences:

1. One of the big things about countering terrorism is, _____?
2. If you have a more modernist approach, _____?
3. Terrorism have actually adapted _____?
4. Look at the terrorism as though it was _____?
5. It needs consumers to _____?

TASK 11 Listen again and fill in the table below

TERRORISM	OUR PERCEPTION	
	A	B
	OUR RESPONSE	
	A	B

GRAMMAR The Perfect aspects

TASK 12 Fill in the correct form of the verb given:

1. The president _____ for his speech the whole morning. He still isn't finished. (PREPARE)
2. We _____ for over an hour now and _____ at the city yet. (WALK, NOT ARRIVE)
3. Is Amily at home? No, she _____ out. (JUST GO)
4. Bill entered politics over a decade ago and _____ a major party speaker for over three years. (BE)
5. The politician _____ eight pages of his speech. (ALREADY WRITE).
6. World War I _____ in 1914 and _____ four years later. (START, END)

7. Tom _____ as a mediator for over 20 years. Then he _____(WORK, RETIRE)
8. Next week at this time we _____ ay this room. (sit)
9. He _____for the job that was advertised in the Internet site. (APPLY)
10. By the time I arrive, the speakers _____ asking the audience. (FINISH)

WRITING & SPEAKING



TASK 13 *Turn your opinion about terrorism into a letter, short speech, or presentation, then research ways to make your voice heard in their community. Example:*

Speaking during the public comment section of a city council meeting, posting on an online forum, etc. For a list of how to contact local officials in your area, check out KQED Learning's Local Election Toolkit.

<https://www.kqed.org/education/401161/local-election-toolkit>

SPEAKING

TASK 14 *Work in two groups to explore what makes a terrorist and how history views terrorism.*

Group A - South Africa's ANC

Group B - Hamas (the Islamic Resistance Movement)

Each group should research its position using the questions below and be prepared to defend it. The resources below might help.

- *In Mideast, One Weapon of Choice is a Loaded Word*
<http://www.csmonitor.com/cgi-bin/getasciarchive?script/2001/07/31/p1s3.txt>
The Israeli-Palestinian conflict is increasingly defined by "terrorism" -- both the act and the epithet.
- *Terror and Tyranny*
<http://www.guardian.co.uk/comment/story/0,3604,580360,00.html>
For a war that "may never end," the enemy is proving embarrassingly hard to define.
- *What Is Terrorism?*
http://www.crf-usa.org/terror/What_Is_Terrorism_rev.htm



This article provides several definitions of terrorism, including those used by European countries, the U.S. Department of Defense, and an Iranian religious scholar.

1. When was the group established?
2. What are the stated goals of the group?
3. Who is the group's declared enemy?
4. Is there one leader or many? Who is the leader or among the prominent leaders?
5. Who are its members? How does the group recruit new members? What is the appeal of the group to its members?
6. Where is its base of operations?
7. What and who does the group target?
8. What strategies or weapons does it use against its enemy?
9. What acts have been attributed to the group? What acts it has claimed responsibility for?
10. What reasons has the group given to justify its actions, choice of targets, and strategy? Is religion or another ideology an important part of its justification?

(Adapted from
<http://www.pbs.org/wgbh/globalconnections/mideast/educators/militant/lesson1.html>*)*

SUPPLEMENTARY GRAMMAR TASK

Fill in the correct form of the verb – All tenses

1. My family has _____(buy) some land in southern France recently. They _____(build) a summer house there at the moment.
2. Andy and Mary _____ (go) to a concert tomorrow night. They _____ (look forward to) it the whole week.
3. Jonathon _____ (watch) the news on TV every day and it _____ (help) him with his English.
4. My car _____(break) down when I _____(drive) home from work. I _____(fix) it if I _____ (know) what was wrong. But I didn't so _____ (have) to take it to the garage.
5. When he _____ (found) Microsoft, Bill Gates was only 20 years old. He _____ (already write) his first computer programme six years earlier.
6. An accident _____ (happen) near my house last night. A car _____(hit) a young man. He _____ (ride) his bike when someone in front of him suddenly _____ (open) a car door. Many people _____ (see) the accident. The police _____ (interrogate) them last night.
7. Mrs. Smith said that one day she _____(retire) from teaching. She said that she _____ (spend) her new free time learning about computers.
8. I _____ (not sleep) at all last night. Someone _____(listen) to music all night.
9. I _____(see) a film a week ago, but I _____(not enjoy) it very much because I _____(already read) the book. If I _____ (not read) the book I _____ (probably enjoy) the film more.
10. The judge sentenced the man to eight years in prison because he _____ (rob) a bank.
11. They _____(stand) in the queue for over an hour when the manager _____ (tell) them that there were no more tickets.

12. Alan _____(be) in the car accident yesterday. The other driver _____(lose) control of his car because he _____ (fall) asleep.
13. She _____(not see) her father since he _____(start) to work in Marseille two years ago.
14. I _____(sleep) when the fire broke out.
15. Linda phoned and explained that she _____ (not can) to come to the party the next day because she _____ (be) still sick.
16. I _____ (just see) the film “The Da Vinci Code”. – _____ (you see) it too? – No, I _____ (not have) but I _____(read) the book.
17. My sister _____(fly) home from London today. Her flight _____ (arrive) in an hour so I _____ (leave) for the airport right now to get there in time.
18. Unless he _____(sell) more he won't get much money.
19. While he _____(wait) for the bus there _____ (be) a robbery at the bank. After the robbers _____ (go) away the police _____ (come) but they _____ (not can) to catch them.
20. I _____ (use) to ski when I was at the university but I _____(break) a leg five years ago and since then I _____ (not ski) any more.

Check your answers ➡ From <https://www.english-grammar.at/worksheets/tenses/t20.pdf>

Understanding terrorism

By *Tori DeAngelis*

Vocabulary:

Subconscious - the part of your mind that notices and remembers information when you are not actively trying to do so, and influences your behaviour even though you do not realize it;

Willingness –the quality of being happy to do something if it is needed;

To glean – to collect information in small amounts and often with difficulty;

Recruitment – the process of finding people to work for a company or become a new member of an organization;

Disenfranchise – to take away power or opportunities, especially the right to vote, from a person or group;

Comradery – a feeling of friendliness towards people that you work or share an experience with;

Subliminal – not recognized or understood by the conscious mind, but still having an influence on it;

Annihilation – to destroy something completely so that nothing is left;

Defuse – to prevent a bomb from exploding.

Determining what drives people to terrorism is no easy task. For one thing, terrorists aren't likely to volunteer as experimental subjects, and examining their activities from afar can lead to erroneous conclusions. What's more, one group's terrorist is another group's freedom fighter, as the millions of Arabs who support Palestinian suicide bombers will attest.

Given these complexities, the psychology of terrorism is marked more by theory and opinion than by good science, researchers admit. But a number of psychologists are starting to put together reliable data. They're finding it is generally more useful to view terrorism in terms of political and group dynamics and processes than individual ones, and that universal psychological principles—such as our subconscious fear of death and our desire for meaning and personal significance—may help to explain some aspects of terrorist actions and our reactions to them.

The lure of terror

For years, psychologists examined terrorists' individual characteristics, mining for clues that could explain their willingness to engage in violence. While researchers now agree that most terrorists are not "pathological" in any traditional sense, several important insights have been gleaned through interviews with some 60 former terrorists conducted by psychologist John Horgan. Horgan found that people who are more open to terrorist recruitment and radicalization tend to: feel angry, alienated, or disenfranchised; believe that their current political involvement does

not give them the power to effect real change; identify with perceived victims of the social injustice they are fighting; feel the need to take action rather than just talking about the problem; believe that engaging in violence against the state is not immoral; have friends or family sympathetic to the cause; believe that joining a movement offers social and psychological rewards such as adventure, camaraderie and a heightened sense of identity.

The role of cultural values

Paradoxically, an unconscious fear of death may underlie much of the motivation behind terrorism and reactions to terrorism.

Across dozens of studies, the team has induced thoughts of death by subliminally presenting people with death-related stimuli or by inserting a delay-and-distraction task between a reminder of death and people's assessment of its effects. This subliminal prompting induces people to psychologically defend themselves against death in ways that bear a little surface relationship to the problem of death. These include clinging to their cultural identities.

In a more global sense, a fear of cultural annihilation may help fuel terrorist sentiments.

In the real world, psychologists also are exploring the effectiveness of initiatives taking place in countries including Egypt, Iraq, Saudi Arabia, Singapore, and the United Kingdom that are seeking to soften the hearts and minds of terrorist detainees. It is noted that many of these programs share: 1) **An intellectual component**, often involving moderate Muslim clerics who hold dialogues with imprisoned detainees about the Qu'ran's true teachings on violence and jihad; 2) **An emotional component** that defuses detainees' anger and frustration by showing authentic concern for their families, through means such as funding their children's education or offering professional training for their wives; 3) **A social component** that addresses the reality that detainees often re-enter societies that may rekindle their radical beliefs.

It is discovered that some of the efforts not only lack clear criteria for establishing what constitutes "success," but also that actual de-radicalization is

rarely a feature of some programs—that former terrorists may rejoin society and keep from engaging in terrorist actions, but retain their radical beliefs.

Because of the wide variety of program types and the cultural and social conditions where they are taking place, it is imperative that successful efforts design each program on a case-by-case basis, adds terrorism researcher Max Taylor, PhD, of the University of St. Andrews, and co-editor with Horgan of "The Future of Terrorism" (Routledge, 2000).

"One big problem with terrorism policy altogether is that it tends to interpret things from our perspective, based on what makes sense to us," Taylor says. "That's not really the issue: The issue is what makes sense to people on the ground."

(Adapted from

<https://www.apa.org/monitor/2009/11/terrorism>)

ADDITIONAL RESOURCES :

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7. *Ten conflicts to worry about 2021. The Armed Conflict Location & Event Dat.* Retrieved February 5, 2021 from <https://acleddata.com/2021/02/02/ten-conflicts-to-worry-about-in-2021/>

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APPENDIX A (Unit 1) CONDITIONALS



If Clause Table

If Clause	Main Clause
Zero Conditional(always)	
Present Simple Tense	Present Simple Tense
First Conditional (Present Tense or Future Tense)	
Present Simple Tense	Future Simple Tense(will + infinitive)
Present Simple Tense	Modal Verb + infinitive
Present Simple Tense	Imperative
Present Continuous Tense	Future Simple Tense (will + infinitive)
Second Conditional (Present Tense or Future Tense)	
Past Simple Tense	Conditional Simple (would + infinitive)
Past Simple Tense	Modal Verb + infinitive
Third Conditional (Past Tense)	
Past Perfect Tense (had + past participle)	Conditional Perfect (would + have + past participle)
Past Perfect Tense (had + past participle)	Modal Verb + have + past participle
Mixed Conditional (Past action, present result)	
Past Perfect Tense (had + past participle)	Conditional Simple (would + infinitive)
Past Perfect Tense (had + past participle)	Modal Verb + infinitive



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PRACTICE

1. (First conditional) If we _____ (not / work) harder, we _____ (not pass) the exam. 2. (Third conditional) If the students _____ (not be) late for the exam, they _____ (pass). 3. (Third conditional) If the weather _____ (not be) so cold, we _____ (go) to the beach. 4. (Second conditional) If she _____ (have) her laptop with her, she _____ (email) me. 5. (First conditional) If she _____ (not go) to the meeting, I _____ (not go) either. 6. (Third conditional) If the baby _____ (sleep) better last night, I _____ (not be) so tired. 7. (First conditional) If the teacher _____ (give) us lots of homework this weekend, I _____ (not be) happy. 8. (Second conditional) If Lucy _____ (have) enough time, she _____ (travel) more. 9. (First conditional) If the children _____ (not eat) soon, they _____ (be) grumpy. 10. (First conditional) If I _____ (not go) to bed soon, I _____ (be) tired in the morning. 11. (Second conditional) If I _____ (want) a new car, I _____ (buy) one. 12. (Second conditional) If José _____ (not speak) good French, he _____ (not move) to Paris. 13. (First conditional) If John _____ (drink) too much coffee, he _____ (get) ill. 14. (Third conditional) If we _____ (tidy) our flat, we _____ (not lose) our keys. 15. (Third conditional) If Luke _____ (not send) flowers to his mother, she _____ (not be) happy. 16. (Second conditional) If the children _____ (be) in bed, I _____ (be able to) have a bath. 17. (Second conditional) If you _____ (not be) so stubborn, we _____ (not have) so many arguments! 18. (Third conditional) If Julie _____ (not go) to Sweden, she _____ (go) to Germany. 19. (First conditional) If she _____ (go) to the library, she _____ (study) more. 20. (Third conditional) If we _____ (not have) an argument, we _____ (not be) late.

Keys 1. (First conditional) If we don't work harder, we won't pass the exam. 2. (Third conditional) If the students hadn't been late for the exam, they would have passed. 3. (Third conditional) If the weather hadn't been so cold, we would have gone to the beach. 4. (Second conditional) If she had her laptop with her, she would email me. 5. (First conditional) If she doesn't go to the meeting, I won't go either. 6. (Third conditional) If the baby had slept better last night, I wouldn't have been so tired. 7. (First conditional) If the teacher gives us lots of homework this weekend, I won't be happy. 8. (Second conditional) If Lucy had enough time, she would travel more. 9. (First conditional) If the children don't eat soon, they'll be

grumpy. 10. (First conditional) If I don't go to bed soon, I'll be tired in the morning. 11. (Second conditional) If I wanted a new car, I would buy one. 12. (Second conditional) If José didn't speak good French, he wouldn't move to Paris. 13. (First conditional) If John drinks too much coffee, he'll get ill. 14. (Third conditional) If we had tidied our flat, we wouldn't have lost our keys. 15. (Third conditional) If Luke hadn't sent flowers to his mother, she wouldn't have been happy. 16. (Second conditional) If the children were in bed, I would be able to have a bath. 17. (Second conditional) If you weren't so stubborn, we wouldn't have so many arguments! 18. (Third conditional) If Julie hadn't gone to Sweden, she would have gone to Germany. 19. (First conditional) If she goes to the library, she'll study more. 20. (Third conditional) If we hadn't had an argument, we wouldn't have been late.

(From <https://www.perfect-english-grammar.com/support-files/first-second-third-conditional-exercise.pdf>)

APPENDIX B (Unit 2) PASSIVE VOICE

1. <https://speakpeak.com/english-grammar-exercises/upper-intermediate/past-passive-tenses>

Tense	Active	Passive
Present simple	Reporters write news reports	News reports are written by reporters
Present continuous	Michael is baking a brownie	A brownie is being baked by Michael.
Past simple	The company hired new workers last year.	New workers were hired by the company last year.
Past Continuous	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present perfect	They have already discussed the book.	The book has already been discussed .
Past perfect	He had delivered the letters.	The letters had been delivered .
Future simple	The company will hire new workers.	New workers will be hired by the company.
Infinitive	She has to deliver the letters.	The letters have to be delivered .
Modals	She must deliver the letters.	The letters must be delivered .

www.englishgrammarhere.com

PRACTICE

Put into the correct active or passive form.

1 She promised him a book.

He.....

2 They will take her to the hospital tomorrow.

She.....

3 You cannot expect children to understand these problems.

Children.....

4 No-one has climbed this mountain before.

This mountain

5 He disappeared and no-one has seen him again.

He disappeared and.....

6 I was told the latest news by a friend this morning.

A friend.....

7 Have you ever been called a fool before?

Has

8 She was recommended a new doctor by her friend.

Her friend.....

9 Were you offered the job I told you about?

Did

10 Were you given enough sugar?

Did

(From <http://platea.pntic.mec.es/ffernand/elynx/pdf/Passives-BAC2-PRA.pdf>)

Keys

- 1 She promised him a book. He was promised a book.
- 2 They will take her to the hospital tomorrow. She will be taken to the hospital tomorrow.
- 3 You cannot expect children to understand these problems. Children cannot be expected to understand these problems.
- 4 No-one has climbed this mountain before. This mountain has not been climbed before.
- 5 He disappeared and no-one has seen him again. He disappeared and has not been seen again.
- 6 I was told the latest news by a friend this morning. A friend told me the latest news this morning.
- 7 Have you ever been called a fool before? Has anyone ever called you a fool? / anyone called you a fool before?
- 8 She was recommended a new doctor by her friend. Her friend recommended her to a new doctor.
- 9 Were you offered the job I told you about? Did anyone offer you the job I told you about?
- 10 Were you given enough sugar?

APPENDIX C (Unit 3) MODAL VERBS

Present	Positive	Negative
have to / don't have to	strong obligation (possibly from outside) Children have to go to school. (sometimes 'have got to')	no obligation I don't have to work on Sundays. You don't have to eat anything you don't like.
must / mustn't	strong obligation (possibly based on the speaker's opinion) I must study today.	negative obligation You mustn't smoke here.
should / shouldn't	mild obligation or advice You should save some money.	mild negative obligation or advice You shouldn't smoke so much.

Past	Positive	Negative
had to / didn't have to	the obligation in the past I had to wear a school uniform when I was a child.	no obligation in the past We didn't have to go to school on Saturdays.
must*	changes to 'had to'	-
should have + pp / shouldn't have + pp	a past action that didn't happen: the advice/regret is too late You should have gone to bed earlier, now you have missed the train.	a past action that didn't happen: the advice/regret is too late You shouldn't have taken that job., it was a bad idea.

PRACTICE

Rewrite these sentences using a modal (obligation/absence of obligation/prohibition)

- a) It's not necessary to go to university on Saturdays
You
- b) It's obligatory for all drivers to have a driving licence
All drivers.....
- c) It's compulsory for Peter to learn Spanish
Peter
- d) It's not obligatory for customers to go on the trips organized by the hotel
Customers
- e) Passengers aren't allowed to smoke in this compartment
Passengers
- f) It's necessary to book in advance
You
- g) It's essential to have a visa to travel to India
You
- h) It's not necessary for you to shout. I can hear you perfectly well
You

Keys

- a) You don't have to go ...
- b) All drivers must have a driving licence
- c) Peter has to learn Spanish
- d) Customers don't have to go on trips organized by the hotel
- e) Passengers mustn't smoke in this compartment
- f) You need to book in advance
- g) You need a visa to travel to India
- h) You don't have to shout. I can hear you perfectly well

(From
<https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1372410896/contido/unidade11/arquivos/apoio.pdf>)

APPENDIX D (UNIT 4) REPORTED SPEECH

Direct Speech	⇒	Indirect Speech
simple present <i>He said, "I go to school every day."</i>	⇒	simple past <i>He said (that) he went to school every day.</i>
simple past <i>He said, "I went to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present perfect <i>He said, "I have gone to school every day."</i>	⇒	past perfect <i>He said (that) he had gone to school every day.</i>
present progressive <i>He said, "I am going to school every day."</i>	⇒	past progressive <i>He said (that) he was going to school every day.</i>
past progressive <i>He said, "I was going to school every day."</i>	⇒	perfect progressive <i>He said (that) he had been going to school every day.</i>
future (will) <i>He said, "I will go to school every day."</i>	⇒	would + verb name <i>He said (that) he would go to school every day.</i>
future (going to) <i>He said, "I am going to school every day."</i>	⇒	present progressive <i>He said (that) he is going to school every day.</i>
		past progressive <i>He said (that) he was going to school every day.</i>
Direct Speech	⇒	Indirect Speech
auxiliary + verb name <i>He said, "Do you go to school every day?"</i> <i>He said, "Where do you go to school?"</i>	⇒	simple past <i>He asked me if I went to school every day.*</i> <i>He asked me where I went to school.</i>
imperative <i>He said, "Go to school every day."</i>	⇒	infinitive <i>He said to go to school every day.</i>

PRACTICE

REPHRASING ON REPORTED SPEECH (1)

✚ Put the following sentences into the reported speech:

1. "I can't live on my basic salary."
She said _____
2. "I'm going away tomorrow."
Mark said _____
3. "She will drive Mary to the airport tonight."
He said _____
4. "You can keep this coat because I'm not cold."
Her boyfriend said _____
5. "I didn't steal the money."
The boy said _____
6. "We went to the cinema last week."
Sue said _____
7. "The sales are starting tomorrow."
She said _____
8. "I won't do the essay now."
She said _____
9. "I've made a terrible mistake."
He said _____
10. "Why are you so happy?"
I asked _____
11. "What are you doing tonight?"
He asked _____
12. "How old are you?"
She asked _____
13. "Did you see the TV news yesterday?"
Iris asked _____
14. "Have you been reading this book?"
She asked _____
15. "Do you want to go to the cinema?"
Her boyfriend asked _____
16. "Will you write to me?"
She asked _____
17. "Turn the TV off immediately!"
My father told me _____
18. "Don't touch that CD!"
Pam told him _____
19. "Put the book on my table!"
The teacher told them _____
20. "Don't write on the tables!"
The teacher told the pupils _____

GOOD WORK!!!

APPENDIX E (UNIT 5) FUTURE FORMS

WILL	GOING TO	PRESENT CONTINUOUS	PRESENT SIMPLE
PREDICTIONS AND FORECASTS - I think Real Madrid will win. - It will be rainy all week.	INTENTIONS - I'm going to play basketball tomorrow.	ARRANGEMENTS AND PLANS - He's flying to Milan on Tuesday.	TIMETABLES - Bus timetables - Train timetables - Movie timetables - Flight timetables The movie is at 5 o' clock.
SPONTANEOUS DECISIONS - I'll help you with the bags.	PREVIOUSLY MADE DECISIONS - We're going to go camping this summer.	- We're meeting friends on Friday.	SCHEDULED / REPEATED EVENTS - It's her birthday tomorrow. - I have an English class on Thursday.
OFFERS / PROMISES - I'll help you with your homework. - I'll see you tomorrow.	SOMETHING THAT IS VERY LIKELY - Look at those clouds. It's going to rain.	- I'm seeing a movie on Sunday afternoon.	

PRACTICE

Put the verbs into the correct form (will, going to, simple present or present progressive).

- I love London. I (probably / go) will probably go there next year.
- Our train (leave) at 4:47.
- What (wear / you) at the party tonight?
- I haven't made up my mind yet. But I think I (find) something nice in my mum's wardrobe.
- This is my last day here. I (go) back to England tomorrow.
- Hurry up! The conference (begin) in 20 minutes.
- My horoscope says that I (meet) an old friend this week.
- Look at these big black clouds! It (rain) .
- Here is the weather forecast. Tomorrow (be) dry and sunny.
- What does a blonde say when she sees a banana skin lying just a few metres in front of her? - Oh dear! I (slip)

KEYS

1. I love London. I will probably go there next year.
2. Our train leaves at 4:47.
3. What are you wearing at the party tonight?
4. I haven't made up my mind yet. But I think I will find something nice in my mum's wardrobe.
5. This is my last day here. I am going back to England tomorrow.
6. Hurry up! The conference begins in 20 minutes.
7. My horoscope says that I will meet an old friend this week.
8. Look at these big black clouds! It is going to rain .
9. Here is the weather forecast. Tomorrow will be dry and sunny.
10. What does a blonde say when she sees a banana skin lying just a few metres in front of her? - Oh dear! I am going to slip !

(From <https://www.ego4u.com/en/cram-up/grammar/future-mix/exercises?default>)

APPENDIX F (UNIT6) Relative Clauses

relative pronoun	use	example
who	subject or object pronoun for people	I told you about the woman <i>who</i> lives next door.
which	subject or object pronoun for animals and things	Do you see the cat <i>which</i> is lying on the roof?
which	referring to a whole sentence	He couldn't read, <i>which</i> surprised me.
whose	possession for people animals and things	Do you know the boy <i>whose</i> mother is a nurse?
whom	object pronoun for people, especially in non-defining relative clauses (in defining relative clauses we colloquially prefer <i>who</i>)	I was invited by the professor <i>whom</i> I met at the conference.
that	subject or object pronoun for people, animals and things in defining relative clauses (<i>who</i> or <i>which</i> are also possible)	I don't like the table <i>that</i> stands in the kitchen.

(From <https://www.ego4u.com/en/cram-up/grammar/relative-clauses>)

Subject and object pronouns cannot be distinguished by their forms - who, which, that are used for subject and object pronouns. You can, however, distinguish them as follows:

If the relative pronoun is followed by a verb, the relative pronoun is a *subject pronoun*. Subject pronouns must always be used: **the book *which* is lying on the table.**

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an *object pronoun*. Object pronouns can be dropped in defining relative clauses, which are then called *Contact Clauses*: **the book (*which*) George lay on the table**

Relative Adverbs

relative adverb	meaning	use	example
when	in/on which	refers to a time expression	the day <i>when</i> we met him
where	in/at which	refers to a place	the place <i>where</i> we met him
why	for which	refers to a reason	the reason <i>why</i> we met him

Defining Relative Clauses

Defining relative clauses (also called *identifying relative clauses* or *restrictive relative clauses*) give detailed information defining a general term or expression. Defining relative clauses are not put in commas.

Imagine, Tom is in a room with five girls. One girl is talking to Tom and you ask somebody whether he knows this girl. Here the relative clause defines which of the five girls you mean. ***Do you know the girl who is talking to Tom?***

Defining relative clauses are often used in definitions.

Non-Defining Relative Clauses

Non-defining relative clauses (also called *non-identifying relative clauses* or *non-restrictive relative clauses*) give additional information on something, but do not define it. Non-defining relative clauses are put in commas.

Imagine, Tom is in a room with only one girl. The two are talking to each other and you ask somebody whether he knows this girl. Here the relative clause is non-defining because in this situation it is obvious which girl you mean. ***Do you know the girl, who is talking to Tom?***

Note: In non-defining relative clauses, *who/which* may not be replaced with *that*.

Object pronouns in non-defining relative clauses must be used.

(From <https://www.ego4u.com/en/cram-up/grammar/relative-clauses>)

APPENDIX G (UNIT 7) The Perfect Aspects

PRACTICE

Fill in the correct form of the verbs in brackets. Use past or present perfect tense – simple or progressive

Dear Janet

I hope you're OK. Unfortunately, I'm not. The doctor _____ (COME) yesterday. He _____ (NOT LIKE) my cough. I _____ (LIE) in bed since Tuesday, and I can't stand it anymore. I _____ (NEVER BE) ill like this before - don't know what's the matter with me. And the weather's terrible, too. It _____ (RAIN) the whole week and I can't even have a cup of tea in the morning to cheer myself up, because the milkman _____ (NOT COME) this morning. Don't know why - I'm pretty sure I _____ (PAY) his bill. Alice _____ (GET) married last week, so now all Mary's kids _____ (LEAVE) home. She won't know what to do with herself, will she? Lucy Millmann is moving to Doncaster next month. Since Fred _____ (DIE) of a heart attack she _____ (BE) all alone. I'm sorry she's going. We _____ (BE) neighbours for over twenty years and she _____ (ALWAYS, BE) friendly and helpful to me. Jessica, my cleaning lady, _____ (LEAVE) a few days ago. I'm glad. I _____ (NOT TRUST) her since she _____ (BREAK) all those plates and _____ (SAY) it _____ (BE) the cat. The village _____ (NOT CHANGE) very much. A new family _____ (TAKE) over the grocery store recently. They seem quite nice. I hope they are more efficient than the last shopkeeper.

So that's about it.

Please write to me when there's something new.

Love, Patricia

KEY

Dear Janet

I hope you're OK. Unfortunately, I'm not. The doctor came (COME) yesterday. He didn't like (NOT LIKE) my cough. I have been lying (LIE) in bed since Tuesday, and I can't stand it anymore. I have never been (NEVER BE) ill like this before - don't know what's the matter with me. And the weather's terrible, too. It has been raining (RAIN) the whole week and I can't even have a cup of tea in the morning to cheer myself up, because the milkman hasn't come (NOT COME) this morning. Don't know why - I'm pretty sure I have paid (PAY) his bill. Alice got (GET) married last week, so now all Mary's kids have left (LEAVE) home. She won't know what to do with herself, will she? Lucy Millmann is moving to Doncaster next month. Since Fred died (DIE) of a heart attack she has been (BE) all alone. I'm sorry she's going. We have been (BE) neighbours for over twenty years and she has always been (ALWAYS , BE) friendly and helpful to me. Jessica, my cleaning lady, left (LEAVE) a few days ago. I'm glad. I haven't trusted (NOT TRUST) her since she broke (BREAK) all those plates and said (SAY) it was (BE) the cat. The village hasn't changed (NOT CHANGE) very much. A new family has taken (TAKE) over the grocery store recently. They seem quite nice. I hope they are more efficient than the last shopkeeper.

So that's about it.

Please write to me when there's something new.

Love, Patricia

From <https://www.english-grammar.at/worksheets/tenses/t20.pdf>

APPENDIX H Essay Writing

Problem Solution Essay Outline

Body Paragraphs

- I. Introduction
 1. Get the reader's attention by using a "hook". (e.g. Imagine... or ask a question)
 2. State the problem. (thesis)
 - There is a (big, substantial, terrible, annoying) problem of _____ in (the world, our city, the United States, among teenagers, our schools) today.
 - Tell who is affected by (involved in) the problem.
 - Tell how those groups or people are affected.
- II. 1st Solution
 1. State your first solution
 - To begin with..... **OR** One solution to this problem is.....
 2. Explain how your solution will work & how it relates to the problem – use the 3e's explain, expand, example
- III. 2nd Solution
 1. State your second solution
 - Another solution to the problem of _____ is.....
OR In addition
 2. Explain how your solution will work & how it relates to the problem – use the 3e's explain, expand, example
- IV. 3rd Solution
 1. State your third solution
 - Finally,... **OR** Lastly....
 2. Explain how your solution will work & how it relates to the problem – use the 3e's explain, expand, example
- V. Conclusion
 1. Provides closure to your essay
 - As you can see there is a terrible problem of _____ in _____ today. **OR** It is clear....
 2. End with a "zinger" that makes the reader think or smile (e.g. compelling statement, readers personal connection, question for the reader to think about)

Transitional Words and Phrases

Examples/Explanation: for instance, specifically, such as, to illustrate

Addition: furthermore, in addition, additionally, as well, moreover

Emphasis: most importantly, most important of all, indeed, in fact

APPENDIX J VIDEO SCRIPTS

Unit 1

Thanks for coming here this morning to meet with me to see whether mediation is gonna be.... This mediation brings together Jackie who until recently served as artistic director for dance innovation or a DI and Mike the i's executive director and chairman of the board who dismissed Jackie midway through her three-year contract. The AI is a well known modern dance company, whose mission is to support the work of new choreographers. Jackie's job was to guide that mission, in her first year Jackie created two of her own pieces which were well-received she was nearing completion, on the third major work ensemble which was to be the centerpiece of the i's upcoming season when that piece became instead the focal point of a conflict between Mike and Jackie, that culminated in her dismissal jackie consulted Conrad a lawyer who represents artists. Conrad sent a letter to diaz lawyer Joel saying that since ensemble was not yet complete it belonged to the artist and that he would go to court to prevent the dance from being performed if the i plan to complete and put on the work without Jackie, speaking for her for Jackie. She has some interest in doing this the truth of the matter though is she's been taken advantage of and she's come to me in a bind. She can do what most artists would do which is sort of go quietly or she could stick up for herself and she can say "no it's wrong you can't just use my services and then steal my work and take advantage of me" that way counting on the fact that it's the ethos in this profession to keep quiet. That kind of extortion frankly is not the kind of thing that she's going to settle for, so if i understand you correctly, what you're saying is that she comes here with some intention to see, if she can work things out and that she has a kind of natural inclination and has in the past found herself kind of going along with things and that that represents a concern that you have in terms of this process. The fact of the matter is jackie has done anything but sort of go along with things we've had trouble with her fiscal responsibility. We've had trouble with some of her artistic work. There have been some work she's created. That have been successful for the company but there have been other works that have not and I think it's very important that Jackie understand that if we do resolve this one way or the other and that one way happens to be in court it will be very expensive. Your reputation will be at issue the company will not hold back if that's the way we choose to go the company at the same time appreciates that. There is some uncertainty in the judicial process so you come here Joan with some concerns as well I hear a desire on your part to see if you can work things out on some basis that will not require having to litigate. You're also prepared to litigate if it's necessary is that correct that's correct the goal here really is to see if I can help you work together to make decisions based on what's important to you that will leave both sides in a position. That's better off than you would have been if you were to proceed with litigation. I wouldn't act as a judge the idea is that really the two of you are the (03:37) judges and that if we come to something that you both feel is right then we've done our job and if we don't then you're hopefully no worse off other

than the time and money that you've put into invested in this process. I'm certainly not trying to tell you your business but I don't understand how the five of sitting in a room with Conrad making really rather inflammatory comments. He's going to further any understanding the company acted in good faith in the discharge of what we thought or our obligations that may be up for dispute. I'd wonder whether it wouldn't be more helpful if we met separately with you and if you want to can a our views or convey their views fine. But I really don't see that as face to face meeting is going to advance. Anything I want to hear what you're (04:39) gonna say and I want to hear what you're gonna say because already she says something that isn't true which is that some of my works are not well received. The works that were not well received where the works by the newer choreographers and I kept telling you you know it's hard to find good young choreographers whose works are going to be up to the level that I thought this company was interested in. Well, I'm (05:00) hearing two different things here one is sounds like you were upset. By the way, Conrad characterized the actions of the company. I don't see how I could have been other than upset and I can't understand how he could have thought other than what he was saying was upsetting right. I do think that that's a normal part of the mediation process the question is given that upset and the fact that you have your differences whether or not meeting in the same room is going to be a productive way of dealing with those differences.

Unit 2

Active versus Passive Voice. Active? Passive? What is voice? Voice refers to the "who" or "what" that is doing the verb's action in a sentence. Active Voice - means that the subject is doing the action - therefore, it is an active subject.

Passive voice - means the subject is receiving the action - therefore, this is the passive subject. So, to figure out whether a sentence is active or passive voice, look at the subject. Is the subject performing the action (active) or receiving the action (passive)? An example: The boy plays the piano. "Boy" equals subject. "Plays" equals verb. The boy is "doing" the action. Therefore, the boy is the active subject. Because the boy is the active subject... Then, this sentence is written in the active voice! The piano is played by the girl. "Piano" equals subject. "Is played" equals verb. The piano is "receiving" (or not doing) the action. Therefore, the piano is the passive subject. Because the piano is the passive subject...Then, this sentence is written in the passive voice! Why do we care? Active voice is more concise,

(01:29) easier to understand, and less work for your reader. Let's look at some examples... Two sentences: The dog scares the cat. The cat is scared by the dog. In the first sentence: The dog scares the cat. The dog is the subject of the sentence and is actively doing the verb's action. "Dog" equals active subject. This sentence is written in the active voice. Now, the second sentence: The cat is scared by the dog. The cat is the subject of the sentence, but the cat is not doing the verb's action. "Cat"

equals passive subject. Therefore, this sentence is written in the passive voice. Now, some tips to help you re-write passive voice into active voice.

#1 Identify the verb. The thunder is heard by Kira. "Heard" is the verb. Ask yourself "who" (or "what") is doing the verb's action? "Kira" is the one who hears. Therefore, she is doing the verb's action. Rearrange the sentence order.

Kira heard the thunder. Remember: keep the verb tense the same. The pizza will be eaten by Mary. "Will be eaten" is the future tense. Mary will eat the pizza. "Will eat" is also future tense.

Unit 3

Hi. I'm Rebecca from engVid. In this lesson you'll learn how to use modal verbs properly, and how to avoid making the most common mistakes that students sometimes make when using these special helping verbs. Now, even though modal verbs doesn't sound that exciting, when you see what they are you'll realize that we use these verbs all the time, and so you need to know how to use them correctly. Right? Okay. So, let's look at what modal verbs are. So, these are words that express different kinds of things. For example, they might express ability, possibility, permission, obligation. Okay? And some other things like that.

And they behave differently from regular verbs, and that's why they're sometimes a little (00:55) bit confusing. But let's look at some examples of what modal verbs are. "Can", "could", "may", "might", "should", "ought to", "must", "have to", "will", "shall", and "would". Okay? These are the most common ones. All right.

So, I'm going to give you now three basic rules that you can follow to avoid most of the mistakes that are usually made with the modal verbs. Okay? So, first of all, make sure to use the modal verb as is. That means don't change it in the present, or the past, or the future. For example, we can say: "He can swim."

This is a correct sentence. It would be wrong to say: "He cans swim." Because, here, the student put an extra "s" there. All right? (01:58) And we don't need to change that modal verb ever. Okay? All right. Second, use the base form of the verb after a modal. Don't use "to". What do I mean by that? For example, you should say: "He might join us." Not: "He might to join us." Okay? This is a really common error, so make sure you don't make this one. So don't use the full infinitive to join after a word like "might". Just use the base form of the verb, which is: "join". "He might join us.", "He could join us.", "He should join us.", "He must join us." And so on, without "to". All right? Very good. Now, the next point is if you need to, say, use the modal verb in the negative form, then just use "not" after the modal. All right? Don't add any extra words most the time; there's one little exception, I'll explain that to you, but for most of them, don't use words like: "don't", or "doesn't", or "isn't", "aren't", "wasn't", "won't". Okay? So, with most of these modal verbs just say "not". For example: "You should not smoke." Not: "You don't should smoke." All right? So, here the student knows and learned all these lovely words: "don't", "doesn't", "isn't", "aren't", all that and try to use it when using the modal verb, but that's wrong. Okay? So, the only exception is with the verb... With the modal verb "have to", there if you

want to make it negative, you need to say: "You don't have to do this", okay? **(04:01)** But with the other ones, we just say: "You cannot", "You could not", "You may not", "You might not", "You should not", "You ought not to", okay? So there you have to be careful where to place it. "You must not", this one I told you is an exception. "You will not", "You shall not", and "You would not". Okay? And the other thing to keep in mind when you're using this word and "not", this is a really common mistake, so the important thing to remember: This actually becomes one word. Okay? Only in that case.

You don't say... You say: "cannot", but it's actually one word. All right?

Most of the time, almost always "not" is a separate word with all of the modal verbs. But not with "can". With "can" it actually becomes one word: "I cannot arrive"-okay?-"on time", like that. Okay? So, now that you've got these basic rules and you've understood how it works, let's do some practice to see how well you've understood. Okay, so let's get started with our exercises. Now, the rules are written at the top just in case you didn't remember them exactly. First one, remember use it as it is, don't change the modal verb. Second one, use with the base verb.

(05:30)

Speaking

Mike: OK, Craig and Gavin, I realise that there have been some problems between you recently, and I'd like to try and sort them out right now. Gavin, can you tell me why you think this problem has arisen now?

Gavin: You're asking me!? I really have no idea. I mean, I came into this job a year ago with a special project to do. I had a very positive attitude. I was excited about it and Craig's just blocked me all along ...

Craig: Well, that's not fair at all! That's just not true!

Mike: OK, OK, one second. Can everyone speak one at a time, please? Gavin, go on ...

Gavin: Well, that's about it really. I've never felt as if I've been welcomed here. I mean, when I walk into the office, the others don't even say hello to me ...

Craig: That's just not true! It's you who doesn't say hello!

Mike: Craig, please! Gavin, can you tell me why you think this situation may have arisen?

Gavin: Well, as I said, I've really no idea. Perhaps it's just my style – I'm very positive, energetic and outgoing, while everyone else here seems to be half-asleep.

Mike: Erm, listen, I don't think that personal, judgemental comments like that help. Can we just stick to facts rather than opinions?

Gavin: OK. Well, I could see right away that some changes needed making here, so I set about making those changes.

Mike: And was that part of your job description?

Gavin: Job description! Job description! That's all I ever hear round here. That's the problem with this place ... there's no initiative, no energy.

Mike: Hmm, OK. Craig, would you like to tell us what you feel the problem is?

Craig: Well, I think it's quite clear, isn't it? Him! That's it!

Mike: OK, as I said, can we keep away from personal comments here and stick to talking about the workplace.

Craig: Well, I am talking about the workplace! He doesn't respect the limits of what he's supposed to do. He came in here for a one-year project, but has then tried to change the way everyone else works as well.

Mike: Gavin? Can you respond to that?

Gavin: Well, my project involved everyone else! It was impossible to do what I had to do without getting other people to rethink the way they work.

Mike: OK, I think that personality issues are crucial here.

Gavin/Craig: (murmurs of agreement)

Mike: Personality issues are the most difficult things to change. Perhaps we'll never be able to resolve them. You are different people with different personalities and different ways of working.

Gavin: And so?

Mike: Well, that doesn't mean the problem can't be solved. We have to be flexible, accept change and be tolerant of difference.

Craig: Easy to say!

Mike: Well, yes, it is easy to say, but difficult to do! I don't deny that. However, what we need to do is review your project and look at everyone's roles and responsibilities in the project and in this organisation as a whole. If everyone sticks to and respects other people's roles and responsibilities, then we can at least settle on a good, constructive working atmosphere.

Unit 4

What is it about conflict that makes it so difficult to deal with and how come good people can turn into such monsters. In the face of conflict the most common way of dealing with conflict is to avoid it some people walk away others get really upset wide themselves up an attack and others just get sick or go on stress leave. In fact it's amazing what people will do in order to avoid conflict and the emotional stress that comes with it. There is a very clever saying that goes like this denial is not a river in Egypt denial is however one of the most common problems when it comes to resolving conflict when confronted with a tense or difficult conflict too. Many people smooth it overbury their head in the sand and the conflict goes on for another one two or three weeks months or even years in some cases. I want to introduce you to a definition of conflict and then give you a pathway for the resolution of conflict. Before I do I want to say this for some people even the word conflict means warfare dead bodies and blood on the streets and it's very common for women and men to see anything less than that (01:13) as not being in conflict at all. So this is a definition that starts at a very low level because most conflict starts out as very small upsets and builds and grows into a full-scale battle. So here's the definition. Conflict exists when one person has a need of another and that need is not really met. Now don't be fooled by the simplicity of this definition the resolution of conflict starts from here and the first step is to express the need the second step is to find out if the need can or cannot be met if the need can be met then we have resolution if it's a no then we negotiate to resolve the conflict or we (01:53) go into the management of conflict. So, here's the problem. Most people go straight from having an argunmet need in to the management of conflict by passing step one and step two because they are afraid and don't talk to the people who can do something about it. And that's not pretty in fact it gets quite ugly so here is what the management of conflict looks like sulking withdrawing getting sick the silent treatment, backstabbing gossiping shouting blocking, being aggressive and getting angry. So the resolution of conflict starts with expressing your unmet need and then (02:27) finding out if your unmet need can or cannot be met if your conflict has escalated to the stage where it's too tough or sensitive or difficult to handle. Then you really need to think seriously about involving a neutral third party to help you mediate the dispute.

Unit 5

Grammar

Daisy: *Oliver'll be back soon. Did he know you were coming?*

Alfie: *Yes, we spoke earlier. We're going to do a bike race so we want to plan our training schedule.*

Daisy: *That sounds serious. When is it?*

Alfie: *In about a month. It'll be hard, but we're going to do loads of training –*

long-distance rides at weekends and shorter rides during the week.

Daisy: *Wow! But you won't be training every day, will you?*

Alfie: *That's what we're going to talk about now.*

Daisy: *In here. Want some tea? Do you want some, Alfie?*

Alfie: *Yeah, please. No sugar for me – I'm in training!*

Oliver: *Right. I'm just going to get a pen so we can write our plan down.*

Daisy: *Amy's coming round. We're going to watch a film – want to join us?*

Oliver: *Yeah, maybe..*

(Later ...)

Oliver: *What are you going to watch?*

Daisy: *We haven't decided. Maybe the new Matt Damon one ... or a romcom.*

Alfie: *If you choose the Matt Damon, I'll stay, but I won't if it's the romantic one.*

Oliver: *What's the Matt Damon one about?*

Daisy: *The Second World War.*

Oliver: *A war film! Oh no.*

Amy: *Come on, it'll be good. It's had great reviews.*

Oliver: *Ah, all right then.*

Daisy: *Mum'll be phoning soon. Should we wait until after her call?*

Amy: *Good idea. Where is she?*

Oliver: *Egypt. In Alexandria, but she's going south tomorrow. To Luxor, I think.*

Amy: *Isn't she stopping in Cairo?*

Daisy: *I think so, yeah. How's the planning?*

Oliver: *Ah, well. We're not going to do the race! We won't be ready. And Alfie wants to put sugar in his tea again!*

Daisy: *That'll be Mum.*

Oliver: *I'll get it.*

Alfie: *And we'll get the popcorn ready, right Amy?*

Amy: *Let's do it.*

Unit 6

THE PRESIDENT: (13:39) *Following my trip to the Middle East, the Gulf states and other Muslim-majority nations joined together to fight radical Islamist ideology and terrorist financing. We have dealt ISIS one devastating defeat after another. The coalition to defeat ISIS has now recaptured almost 100 percent of the land once held by these terrorists in Iraq and Syria. Great job. (Applause.) Great job. Really good. Thank you. Thank you. We have a great military. We're now chasing them wherever they flee, and we will not let them into the United States.*

In Afghanistan, our troops are no longer undermined by artificial timelines, and we no longer tell our enemies of our plans. We are beginning to see results on the battlefield. And we have made clear to Pakistan that while we desire continued

partnership, we must see decisive action against terrorist groups operating on their territory. And we make massive payments every year to Pakistan. They have to help.

Our efforts to strengthen the NATO Alliance set the stage for significant increases in member contributions, with tens of billions of dollars more pouring in because I would not allow member states to be delinquent in the payment while we guarantee their safety and are willing to fight wars for them. We have made clear that countries that are immensely wealthy should reimburse the United States for the cost of defending them. This is a major departure from the past, but a fair and necessary one—necessary for our country, necessary for our taxpayer, necessary for our own thought process.

Our campaign of maximum pressure on the North Korean regime has resulted in the toughest-ever sanctions. We have united our allies in an unprecedented effort to isolate North Korea. However, there is much more work to do. America and its allies will take all necessary steps to achieve a denuclearization and ensure that this regime cannot threaten the world. (Applause.) Thank you. This situation should have been taken care of long before I got into office, when it was much easier to handle. But it will be taken care of. We have no choice.

At home, we are keeping our promises and liberating the American economy. We have created more than 2 million jobs since the election. Unemployment is at a 17-year-low. The stock market is at an all-time high and, just a little while ago, hit yet another all-time high—the 85th time since my election. (Applause.)

We have cut 22 regulations for every one new regulation, the most in the history of our country. We have unlocked America's vast energy resources.

As the world watches—and the world is indeed watching—we are days away from passing historic tax cuts for American families and businesses. It will be the biggest tax cut and tax reform in the history of our country. (Applause.) Thank you. Thank you. Thank you.

And we are seeing the response we fully expected.(18:23) Economic growth has topped 3 percent for two quarters in a row. GDP growth, which is way ahead of schedule under my administration, will be one of America's truly greatest weapons.

Unit 7

We hear the word “terrorism” a lot despite that fact that it is a term that is notoriously hard to explain. There is no international consensus on the definition, legally or academically for the term “terrorist”. In fact, the U.S. government has more than 20 definitions for it. And in 1996, the UN formed its own Ad Hoc Committee to draft an official explanation of the term, and that took 10 years. So, what exactly constitutes terrorism? (00:27)

A mix of those definitions results in something like this: terrorism is violence, or the threat of violence, against non-combatants or civilians, usually motivated by political, religious or ideological beliefs. Outside of that broad definition, it might be better to explain terrorism by talking about what it is not. Terrorism is not organized crime. There are a few key differences. One is motivation.

Terrorism is usually politically or socially motivated. Organized crime is profit motivated. (00:54). Secondly, people in organized crime do not usually seek media attention, something terrorists do. Third, organized crime doesn't usually desire government recognition, unlike most Terrorist groups. Terrorism is not violence carried out by one mentally ill person. This can be confusing,

because when it comes to violent acts, it's not immediately apparent who is sane and who is insane. For example, Man Haron Monis took hostages in an Australian cafe in December 2014. He claimed that it was an official attack on Australia

by the Islamic State. However, after the siege ended, many people, like Australia's Prime Minister, agreed that he was mentally ill at the time and thus should not be considered a terrorist. Monis was killed in the siege and his true intentions and affiliations remain unknown. Research shows that 40% of "lone wolf" attacks are perpetrated by mentally ill individuals. Terrorism is not violence perpetrated by a government against another nation. If a nation commits an act of violence, it's usually referred to as an "act of war" or, under certain circumstances, an act of "self-defense". There are some exceptions to this rule. If a nation (02:03)

indirectly commits an act of terrorism by funding a terrorist organization or covertly organizing the terrorist act, that is still considered by some, like the United States, to be a terrorist action. Terrorism is also not an act of violence by a government against it's own people. Nations like Nazi Germany and Soviet Russia had a history of terrorizing their own civilians, but those were generally considered to be acts of oppression or repression and not terrorism.

These definitions are based on how the UN, the U.S., and many international Scholars interpret these terms. If you disagree or have a dissenting opinion, you are not alone.(02:40) said at the top this, "terrorism" is notoriously hard to define and often used to mean many different things by pundits, politicians, and the media.

If you want to know more, watch this video on "Why Terrorist Groups Can't Last Forever". Thanks for watching, and subscribe!

WORKSHEETS

№1 BARRIERS TO RESOLVING CONFLICTS

Even when our anger is in check and we listen appropriately, sometimes, barriers are still encountered. Some of those barriers include:

1. Judging instead of sticking to the facts
2. Making a decision too quickly.
3. Not taking ownership or responsibility for the problem.

Describe previous conflicts you have encountered where these barriers got in the way of resolving the conflict and discuss possible solutions to these barriers:

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

№ 2 CONFLICT – OUTCOMES

Conflict will have 3 types of outcomes:

① Win/Win

② Win/Lose

③ Lose/Lose

For Example:

Lose/Lose: 2 individuals argue over a book, someone takes the book.

Win/Win: 2 individuals argue over a book, someone provides another book.

Win/Lose: 2 individuals argue over a book, someone flips a coin, and who ever calls it correctly wins.

Below, list 3 examples of conflict: a win/win, a win/lose and a lose/lose. For each conflict, indicate how each side felt.

WIN/WIN

WIN/LOSE

LOSE/LOSE

№ 3 CONFLICT RESOLUTION AND EMOTION

Each of the social skills below is helpful toward solving conflict.

For each skill, rate yourself

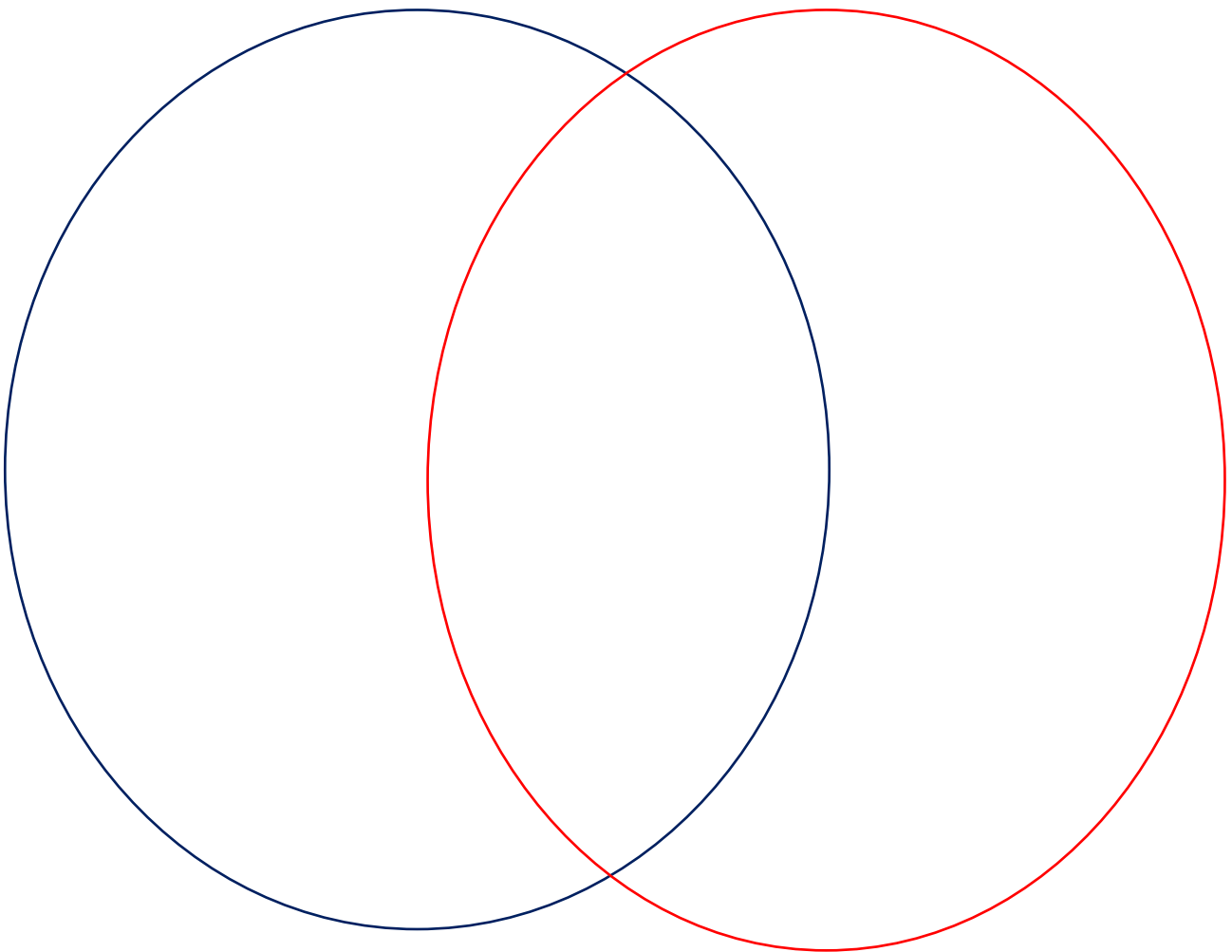
S for strength, O for OK or N for I need to work on it.

- _____ Listen to others
- _____ Understand how others are feeling
- _____ Think and Talk positively when upset or angey
- _____ Have a positive attitude towards others
- _____ Open Minded
- _____ Sensitive
- _____ Forgiving
- _____ Loyal
- _____ Dependable
- _____ Calm under pressure
- _____ Brave, use courage to do the right thing

How could you improve your social skills to become better at conflict resolution?

№ 4 POINT OF VIEW

Each person identifies how they're feeling and why to use each side for points of view
and use the middle portion when both feel similar.



№ 5 CONFLICT STYLES

For each of the conflict resolution styles below, decide what the positives and negatives might be:

	+	-
Confront		
Compromise		
Collaborate		
Accommodate		
Avoid		

№ 6 DO OR DON'T

Decide what is helpful (do) and what is not helpful (don't) when negotiating a resolution for the conflict. Put the words in the columns:

Argue interrupt listen cooperate judge criticize ignore yell
collaborate show concern laugh mock share reassure humor
accuse lie honesty dishonest boss deny gossip sneer
compassion

DO	DON'T

№ 7 FIRST - NEXT - THEN

FIRST Describe a conflict or the reason a resolution needs to happen:

NEXT Make a list of the possible solutions, identify the pros and cons of each solution

THEN Choose one solution

№ 8 BODY LANGUAGE

When you are trying to resolve conflict, your body language and gestures (non verbal messages) will convey both positive and negative messages. For each of the non verbal messages below, determine if it's positive or negative (using a checkmark or an **x** in the box) toward resolving conflict and indicate why.

- ☐ Tapping fingers or feet.
- ☐ Rolling of eyeballs
- ☐ Watching the clock
- ☐ Avoiding eye contact and looking elsewhere
- ☐ Looking down
- ☐ Rubbing forehead
- ☐ Smiling meaningfully
- ☐ Smiling sarcastically
- ☐ Frowning
- ☐ Yawning
- ☐ Putting head down on hands
- ☐ Wringing hands
- ☐ Arms folded intently

№ 9 RESPONDING TO CONFLICT

Answer the following questions honestly and to the best of your ability:

1. What happens when you get angry? _____

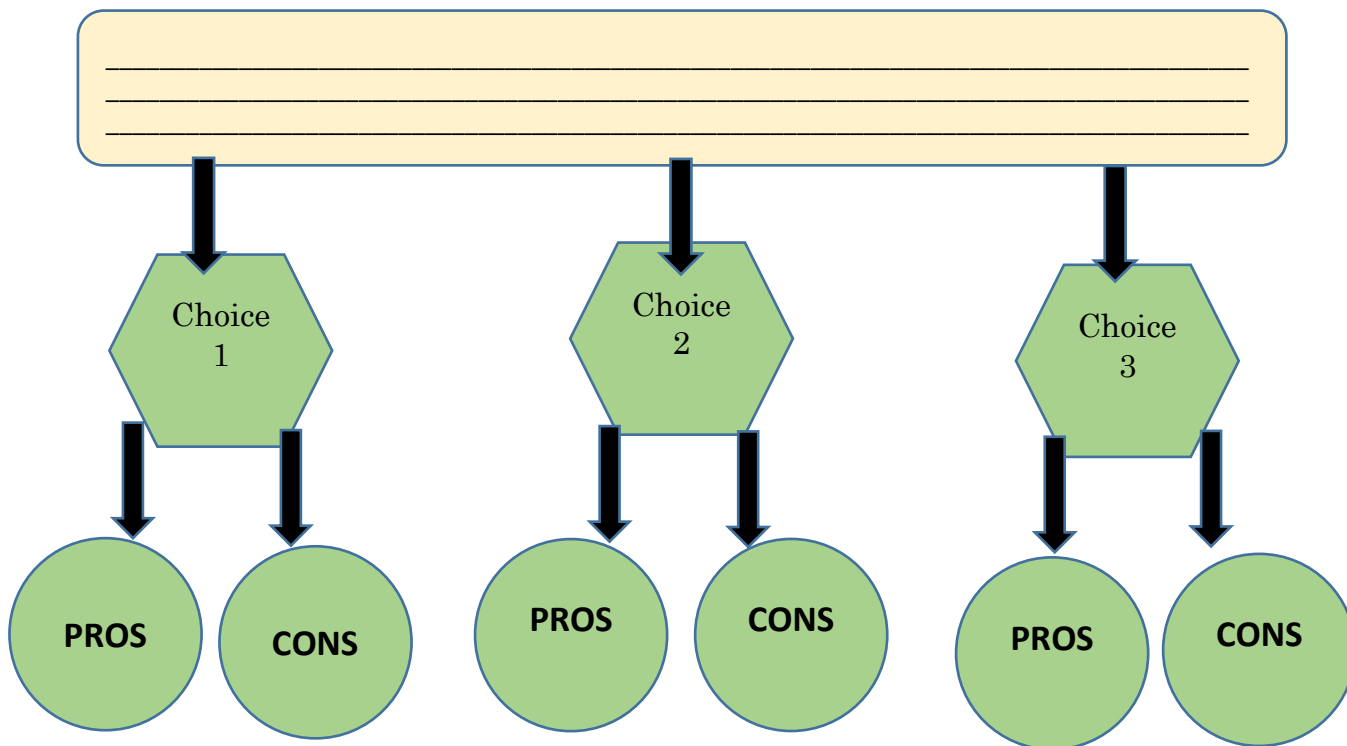
2. Why is it always important to calm down prior to resolving a conflict or argument? _____

3. What can you do to calm down when you are angry or upset? _____

4. When you resolve a conflict, it is a win/win, a win/lose or a lose/lose situation? Why?

№ 10 CONFLICT

The Conflict:



SOLUTION
